DOCUMENT RESUME

ED 023 691

TE 499 972

Teaching About Minorities in Classroom Situations: Resource Bulletin for Teachers in the Secondary Schools. Curriculum Bulletin, 1967-68 Series, No. 23.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 68

Note - 122p.

Available from - Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 (HC $2.00).

EDRS Price MF - $0.50 HC Not Available from EDRS.

Descriptors - *American Culture, Chinese Americans, Cultural Awareness, *Cultural Background, Cultural Differences, Cultural Education, Cultural Interrelationships, Cultural Pluralism, Cultural Traits, Ethnic Groups, Italian Americans, Jews, *Minority Groups, Negro Culture, Racial Integration, Secondary Education, *Social Studies, Subculture, *Teaching Guides

This teaching guide for the study of minority groups in America is intended to help the secondary school student (1) improve his self-image through an appreciation of his heritage, (2) recognize the contributions of the diverse groups that make up American society, (3) realize that interdependence is a part of American life, and (4) develop skills in interpersonal relationships. Typical problems arising in newly integrated schools and appropriate reactions to these problems are outlined. Background information on the culture, history, and aspirations of nine American minority groups is provided, in addition to brief guidelines for lessons on the building of America; on the causes of riots; and on developing definitions of an American, a neighborhood, and a democracy. Activities and lists of materials--including books, articles, films, filmstrips, recordings, and pictures--are suggested. (JS)

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SECONDARY SCHOOLS
Curriculum Guide

TEACHING ABOUT MINORITIES IN CLASSROOM SITUATIONS

Bureau of Curriculum Development
Board of Education of the City of New York

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Curriculum Bulletin • 1967-68 Series • No. 23

TEACHING ABOUT MINORITIES
IN CLASSROOM SITUATIONS

Resource Bulletin for Teachers
in the Secondary Schools

BUREAU OF CURRICULUM DEVELOPMENT
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ACKNOWLEDGMENTS

This bulletin is the result of staff work undertaken by first revising the curriculum of the Intermediate Schools. It is a revised and updated version of INTERMEDIATE SCHOOLS TASK FORCE REPORT, PRELIMINARY CURRICULUM GUIDE, TEACHING ABOUT INTEGRATION of September 1966. The idea for publishing this kind of a bulletin was first conceived in a city-wide curriculum conference at the New York City Community College on January 22, 1964, chaired by Joseph O. Loretan, Deputy Superintendent of Schools, and reported in a publication HOW THE CURRICULUM CAN PROMOTE INTEGRATION, 16th Annual Curriculum Conference, Division of Curriculum Development, 1964.

William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development supervised the research, development and publication of this bulletin.

Workshop committees developed and organized the materials. Members of these committees included Jacob Moultrie, Chairman; Gustava Andersen, Samuel Arbital, Mary Farrar, Jenaro Hoyas, Ruth Nathanson, Carmen Rivera, and Rufus Shorter. Review copies of the original document were sent to district superintendents, subject directors, principals and assistant principals. Their suggestions and comments have been incorporated in this revision.

Samuel Arbital and the staff of the Bureau of Curriculum Development rendered assistance in the review and preparation of this revision.

WILLIAM H. BRISTOW
Assistant Superintendent

January 2, 1968

FOREWORD

In our rapidly changing society, the old social pattern of isolated ethnic islands is being replaced by a multi-ethnic cultural structure, and government is assuming greater responsibility for the welfare of our citizens. In order to keep pace with society, in general, the educative function of the schools must constantly expand to meet newly created needs and demands.

Our teaching should help children develop into alert, functioning members of our society with the ability to think critically and make meaningful evaluations of our society. An appreciation for all that is good in the society and a desire to improve those areas which need improvement are important outcomes of a good education.

A static society is generally a dying society. Our children should be helped to appreciate the dynamic quality of a democratic society while rejecting change simply for the sake of change. They should reach the conclusion that meaningful and orderly change are indications of growth and vitality.

Inter-group relations is not confined to any particular curriculum area. Situations may present themselves in any area where there is a mingling of diverse groups. In most instances some sort of immediate action is desirable, with a carefully planned follow-up to reinforce positive learnings.

Whatever the curriculum area the classroom approaches toward fostering better intergroup relations is improved by realistic, understandable, meaningful materials and activities related to the situation at hand. An old device in a new situation may provide the desired novelty and stimulation. In another situation an entirely new departure may be desirable.

The main thrust of effort should be to effect changes in behavior and to increase understandings. If we can get children to respect one another's differences and their right to be different, we will have made a significant step.

The teacher today is faced with the great challenge of a rapidly changing society. Both the new teacher and the experienced teacher will be faced with new problems that demand new solutions. In order to prepare for the challenge of change, the teacher may familiarize himself or refresh his memory on certain points which will strengthen his hand in the classroom.

While integration in certain school situations may seem forced and artificial, they are still valuable. They provide the child with valuable social experiences which might otherwise be denied him. The child who is accustomed to the integrated school experience will not find the integrated work experience intolerable.

*JOSEPH O. LORETAN
Deputy Superintendent of Schools

July, 1966

*Deceased

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OUR PLURALISTIC SOCIETY: THE ROLE OF THE TEACHER

> "Any great social movement must leave its mark. The great migration of peoples to the New World did just that. It made America a nation different from all others. It gave America a flavor and character that makes it as unmistakable— as remarkable— to people today, as it was to Alexis Tocqueville in the first quarter of the nineteenth century. The effects of immigration— to put it another way— the contributions of immigrants—can be seen in every aspect of our national life. We see it in religion, in politics, in business, in the arts, in education, in athletics and in entertainment. There is no part of America that has not been touched by our immigrant background."
>
> John Fitzgerald Kennedy

In terms of our American society, the whole is much greater than the sum of its parts. The diversity of race, religion and language is almost overwhelming. New York City is the outstanding example of cultural pluralism in our country. Examine one of our New York telephone directories and you will find names of every possible description and derivation.

In our Congress men and women who descended from immigrants from every inhabited continent help make our laws. We are fed, amused, taught and treated by the sons and daughters of these same immigrants.

Many of the Old World customs, languages, likes, and dislikes still exist. They have been altered by the hardships of middle passage, the frontier, the steerage compartments of packet ships and the complexities of metropolitan living. The altered pieces have been and are being jogged into place by the flow of history to create a truly American culture.

We have all become Americans but we have retained love and respect from our older heritages. As we become more familiar with the heritages of our friends and neighbors we will be capable of greater understanding and appreciation of them individually and as members of groups in the American society.

We are truly a nation of immigrants. Scientific evidence indicates that even the American Indian migrated to North America via a land bridge from Asia. Each immigrant group contributed to the growth and development of our nation. Their contributions were not only made by exceptional individuals, but also by the ordinary folk who cleared new lands, dug canals, laid railroad tracks across a continent, and died in little known battles in out of the way places to preserve American democracy.

It is important for every pupil to have an appreciation of his group's cultural heritage. This will strengthen his self-image and provide him with an intrinsic motivation to achieve. It will also encourage him to appreciate the culture and contributions of other groups.

The teacher has an important role to play in the area of fostering better inter-group relations. His first task is to examine his own attitudes and increase his own knowledge and appreciation of the cultural backgrounds of the people who make up our population. He must become aware of current problems as seen through the eyes of his pupils and their families. He must be able to distinguish between fact and fiction about groups. It is common knowledge that Saint John the Baptist is the patron saint of Puerto Rico, that Columbus discovered America, that George Washington Carver was a scientist, that Casimir Pulaski fought in the Revolutionary War. Are we as familiar with such names as Luis Pales Matos, Ascher Levy, Vincenzo Tomassini, Benjamin Banneker, and Henry Sienkiewicz?

The child is an individual but he is also a member of a group. The skillful use of historial and cultural information may strengthen his feelings of self-worth and may improve his self-image. It may also help children of different ethnic backgrounds to understand and appreciate individual and group differences. As the integration of our schools becomes more complete it will be necessary for teachers to dispel many of the falsehoods and racial myths that children hear at home, and firmly believe, about their own and other groups.

In all of our teaching we should keep in mind the following broad objectives:

PROAD OBJECTIVES

To help the pupil:

a. understand and appreciate the diverse groups that make up our American society.
b. recognize and appreciate the contributions of the various groups.
c. appreciate non-western as well as western influences on our culture.
d. improve his self-image through an appreciation of his own heritage and the heritage of others.
e. realize interdependence has always been an indispensable part of our American heritage.
f. develop skills in interpersonal and intergroup relations.

OVERALL SUGGESTIONS TO THE TEACHER

Overall Suggestions to the Teacher

A command of subject matter is only one of the things that make up good teaching. Personality, attitude, understanding, an interest in children and a lively curiosity are all important facets of vivid and effective teaching.

The teacher in the integrated situation will meet with fascinating and novel challenges; he will also find that he is faced with new responsibilities. There are a number of considerations which may make the new responsibilities less onerous.

1. The teacher will wish to familiarize himself with the physical, economic and social conditions of the communities from which the school population is drawn.

2. Adequate preparation for all activities is very important. A lack of purpose or direction communicates itself to the children. The purpose must be clear to the children.

3. A teacher's manner of dress and general demeanor is an indication of his respect for the children. He should never do anything to mar his image.

4. The dissemination of highly personal information concerning any child should be on a "need to know" basis. Discussion of a child's personal problems in a teacher's lounge may be more indicative of curiosity than concern.

5. If an incident, such as a fight or name-calling has racial overtones it should be dealt with as such.

6. Current events discussion on issues relating to inter-group relations are important and desirable.

7. A friendly and sympathetic attitude is very important but minority group children should not be made to feel that they are being singled out for special attention.

8. Apparent lack of interest may be evidence of frustration, or a lack of understanding or communication.

9. Punishment or disciplinary measures which are just, fair and consistent will be accepted by most children. The child should be helped to understand that the deed or action is the reason for disciplinary measures not that he is bad.

10. A teacher who is a member of a minority group is not necessarily an authority on the history and problems of the group.

11. If a child's aspirations seem unrealistic in light of his previous achievement he should be encouraged rather than discouraged. He should be shown just what he must do to achieve his desired goal.

12. Interest and dedication on the part of the teacher are recognized and appreciated by the student and parents. The teacher must be a good listener.

13. Hasty generalizations are often dangerous. For example, if we state that "intelligent people don't read comic books," we may well alienate the child whose parent does read comic books.

14. The limitations of the children's vocabulary make it necessary that words be carefully chosen. Words that may be misunderstood or misinterpreted may arouse negative feelings.

15. In discussing achievements of a minority group an over-emphasis on athletes and performers is not desirable. A balanced view is preferable.

16. A seeming lack of cooperation on the part of parents may be indicative of a lack of meaningful communication, information or a fear of any official body.

17. Teachers who are members of minority groups may not be particularly sympathetic to the need and problems of that group. We should be aware of the fact that intra-group prejudices exist.

18. A child who is deficient in English may be literate in another language. English is a second language among children of immigrants and among such minority groups as Ozark mountain people, American Indians, and gypsies.

19. It is useful to have some idea of how the child perceives himself and his surroundings. This may be indicated in an essay or drawing.

20. It is desirable to give rewards or awards for the widest possible range of student activity. The prerequisites for any award should be clearly explained to the children.

21. Certain monitorial duties have much higher prestige than others. All children should be given the chance to perform high prestige as well as low prestige monitorial assignments.

22. It is incorrect to assume that because a child lives in a ghetto area he is culturally deprived. Social and economic conditions often force minority group families of considerable cultural attainment to live in such areas.

Problem Situations

In newly integrated schools, situations which are new are bound to arise and old situations with a new twist will continue to be with us. It is impossible to anticipate all of the possibilities.

This section will present some situations which have arisen or are likely to arise. In addition to the situations, we will present certain clues for ways of dealing with them. These fall into two groups, immediate response and follow up. In some cases no follow-up may be indicated.

It should be noted there is no pat answer to any educational problem. The clues given should only be seen as suggestions. Differences in school population, class population, teacher and pupil personalities, teacher-pupil rapport make it necessary that the individual teacher adapt the suggestions to meet the demands of his particular situation. The teacher should not hesitate to call on supervisory personnel where this is indicated. A problem may call for a school-wide effort or it may require more specialized service than the individual teacher can provide.

I

1. A boy states, "My grandfather had to learn English before he could vote. Why should Puerto Ricans vote if they can't even speak English?"

Immediate Response:

"Puerto Ricans are citizens whether or not they speak English. They have the same responsibilities as others and should enjoy the same rights."

2. A child states, "My mother says that you can't pass laws to make people like one another."

Immediate Response:

"Your mother is right. Laws do not change people's feelings. Laws enable the government to enforce civil rights."

Possible Learning Activities

TOPIC: Puerto Rico and the Puerto Ricans in New York City

AIMS:

1. To learn a few facts about Puerto Rico and the Puerto Ricans who migrate to New York City.
2. To find out what Puerto Ricans are doing and what we ourselves can do to minimize causes of conflict, and to promote better relations.
3. To foster among pupils a feeling for the difficulties faced by people coming into a culture different from theirs, where the language may also be unfamiliar.
4. To discuss some of the myths that are being circulated about the Puerto Ricans and by the use of facts and figures, dispel some of these myths.

POSSIBLE APPROACHES:

1. Show a film, such as "This is Puerto Rico," which emphasizes the progress made in Puerto Rico in the social, economic and political life of the people.

2. Where there are Puerto Rican youngsters in the class, ask volunteers to recount an outstanding experience of their life in the city.

   a. A composition may be assigned beforehand where youngsters are asked to write about the most important experience of their lives; youngsters who are fairly recent arrivals and who have some command of the language may be encouraged to write their first few days, or weeks or months in New York City; those who are not sufficiently competent in the use of English may tell their story to a classmate who will translate it and/or write it for him.

   b. Teacher and/or pupils will bring in clippings from newspapers and magazines which they will discuss for accuracy and expression of attitudes.

   c. Make a survey of the class to find out how many youngsters have been to Puerto Rico or have relatives who have been to Puerto Rico, how many have Puerto Rican friends, and how many have parents who know Puerto Ricans or work with Puerto Ricans.

DEVELOPMENT:

1. Elicit from class, topics that should merit the consideration of the class for intensive study, for example:

   a. Background

      What is life like in Puerto Rico?

      How do people make a living there?

      Why do they come to the Mainland?

   b. The Puerto Ricans in New York City

      What is life like in New York City for the Puerto Rican?

      Who is the Puerto Rican who comes to New York City?

      Why do some Puerto Ricans have difficulties in adjusting?

2. Pupil volunteers for topic of particular interest. Some may prefer to work individually, but where a group of youngsters appears to be interested in a particular topic, they should be encouraged to form a committee, choosing a leader or chairman from the group. The topic they choose may be further subdivided for more detailed study, for example, under "What is life like in Puerto Rico?", they can study:

   a. The geography and climate

   b. Social advances

c. Economic growth

d. Political development

e. Educational advancements

The topic "Why do they come to New York City?" can be further subdivided in the following manner:

a. Reasons for migration

b. Periods of greatest migration

c. Migration today as compared to migration in the 40's and 50's

d. Out-migration to other cities on the Mainland.

3. Pupils report to class the results of their findings, with every effort being made to encourage pupils to use varying methods of presentation, such as:

   a. Presentation and discussion of a film or a film-strip

   b. Panel presentation with chairman to present speakers and summarize, as well as lead the discussion

   c. Recording of interviews conducted

   d. Use of speakers from among parents or interested Community members, or from organizations such as the Commonwealth of Puerto Rico Office, Aspira, etc.

APPLICATION:

Return to question of myths, and with the use of material presented by the committees, elicit from students evidence for their rebuttal of the stereotypes.

FOLLOW-UP:

1. Urge youngsters to clip articles from newspapers and magazines written specifically about Puerto Ricans, bring to class for group reading and interpretation (use opaque projector).

2. Encourage volunteers to write letters to newspaper editors with an evaluation of the article in question.

3. Keep a permanent bulletin board of current literature about Puerto Ricans.

4. Have a debate on the advantages and disadvantages of the present "Commonwealth status" for Puerto Rico.

MATERIALS:

1. Teacher and pupils check on availability of materials in school and/or neighborhood library.
2. Committee of students write to agencies such as the Commonwealth of Puerto Rico for information on Puerto Ricans.

II

1. My father says, "The Germans are cruel people who start wars."

Immediate Response

"Many Germans were opposed to World War II and some German military leaders tried to overthrow the Nazi government. It is not right to condemn a whole people for the actions of their government. Do all Americans support our government's policy in Viet Nam?"

Possible Learning Activities

TOPIC: **German-Americans and Their Contributions**

POSSIBLE AIMS:

1. To understand the reasons for German-American immigrations.
2. To appreciate the role of the German-American in building our country.
3. To learn more about our present relationship with West Germany.

POSSIBLE APPROACHES:

1. Questions:
    a. Do you have German friends?
    b. Do you know any German storekeepers?
    c. Why is our neighborhood Junior High named after a German, Herman Ridder?
    d. Why is a park near us called the Franz Sigel Park?

2. The teacher arranges with the Music Teacher for a lesson on Humperdinck's Hansel and Gretel.

SUGGESTED CONTENT:

1. Reasons for German Immigration

    a. First Period 1683..Religious freedom.. Pennsylvania Dutch,
    b. Second Period 1820-1872 Political freedom.. hope for more democratic government.
    c. Third Period..1870-1910 Wars in Europe and hope of a new life in U.S.
    d. Fourth Period 1933-1940 Political and religious victims of Nazi Government.

2. German immigrants of various religious backgrounds have enriched American life.

    a. In the field of music.. many musical societies.. Philharmonic started by Leopold Damrosch, Carl Bergman. Musical instruments ... Steinway and Wurlitzer.

b. Engineers and Scientists.. Roebling Brothers (bridge builders), Otto Mergenthaler (linotype), Julius Bien (mapmaker), Charles Steinmetz (electrical engineer), William Bettendorf (steel process), Charles B. Schwab (steel), Albert Einstein (mathematics).

c. Fighters for freedom.. Early Americans.. Peter Zenger (editor), Baron deKalb, Baron Von Steuben, Molly Pitcher (American Revolution), John Stricker, George Arminstead (War of 1812), Franz Sigel (Civil War), Carl Schurz.. policy of conservation and started Civil Service.. many loyal German-Americans served in both World Wars.. Dwight D. Eisenhower.

SUGGESTED PROBLEMS:

1. What problem did loyal German-Americans face just before World War I and II?
2. How has the West German Government sought to make amends for Nazi crimes?
3. To what extent are former Nazi leaders in positions of power in West Germany?

III

1. My friends say, "Puerto Ricans cause slums."

Immediate Response:

"We had city slums long before Puerto Ricans arrived. Slums are the result of years of neglect and failure by the city government and the general public in urban planning."

2. A child uses the derisive term whitey.

Immediate Response:

"Did you ever see pictures of southern mobs when civil rights workers go by?" "What do their faces show?" "Aren't you showing the same thing?"

3. A boy says, "Everybody knows that the Irish drink too much."

Immediate Response:

"Who is everybody?"

"Excessive drinking is found among many groups. Alcoholism is recognized as a social disease of our times and alcoholics require treatment to help them overcome the need for drinking."

4. A child states, "My father says that when he was in the army all the Jewish soldiers had soft jobs away from the fighting."

Immediate Response:

"How does the army assign men to combat units? Do you believe assignments are made on the basis of religious backgrounds?"

5. "Japanese people are sneaky," a boy says.

Immediate Response:

"The U. S. Army attacks the Viet Cong and North Vietnamese forces in South Viet Nam without warning. Does that mean that Americans are sneaky?"

"All Japanese did not agree with the military leaders of Japan who planned and carried out the air attacks on Hawaii and other U. S. bases in the Pacific."

6. A boy says, "When they riot and break things up, they forget that other people have rights too."

Immediate Response:

"There have been labor riots, bread riots, draft riots, and religious riots."

"Are Negroes the only people who riot?"

"Shouldn't we ask why Negroes riot?"

"People riot when they feel there is no other way to obtain what they believe to be their legitimate rights."

7. A girl asks, "Why are Italians gangsters?"

Immediate Response:

"Crimes are committed by people of various backgrounds. They are not related to any particular group. Television programs, such as The Untouchables, lead to false generalizations about crime and nationality."

Topic: Stereotypes

Possible Aims:

1. Why is it incorrect to make broad generalizations about people as a group?
2. How can we find the common characteristics of a group?
3. Why must we judge the individual rather than the group?

Possible Approaches:

1. What characteristics do you look for in people?
2. Why can't we talk about a typical American?
3. How do you decide whether you like a person?

Suggested Content:

1. Difficulties in classifying people.
    a. Exceptions usually disprove the generalization.
    b. Generalizations often are used to perpetuate biases.

2. What is prejudice?
    a. Definition as applied to a group of people.
    b. Difference between prejudice and discrimination.
3. Differences in living among American Indians.
    a. The Iroquois lived in long bark houses and did not use horses.
    b. The Yuma lived in stone houses and dug irrigation ditches to water their crops.
    c. The Plains Indians lived in teepees and were excellent horsemen.

Suggested Outcomes:

1. Why is it dangerous to make broad general statements?
2. Why is it impossible to describe an entire group of people?
3. What can be said about all people?

Suggested Problems:

1. How is prejudice taught and learned?
2. How do newspapers and television sometimes mislead us?
3. How can we improve our understanding of groups which are different?
4. Why must a good citizen try to understand other groups of Americans?

IV

1. "The Chinese never really become Americans."

Immediate Response:

"What is an American? Must a person give up all of his old customs and habits to become an American?"

Possible Follow-Up

Topic: The Chinese in America

Possible Aims:

1. To learn why an immigrant group tends to live in a neighborhood community.
2. To break down stereotype attitudes toward Chinese.
3. To learn how social, economic and cultural factors helped create the Chinese neighborhood community.
4. To become aware of problems facing the Chinese-American today.

Possible Approaches:

How many students have been to Chinatown? What places of cultural interest did they visit? How many are friendly with Chinese children in the school and in the community? What has been the extent of their relationship with Chinese-Americans?

Suggested Content:

1. History of the Chinese in the United States.
    a. Reasons for Immigration in the nineteenth and twentieth centuries.
    b. Effect of Immigration restrictions on the Chinese.
    c. Social and economic prejudices.
    d. Influence of Chinese culture on American life.
    e. Contributions of Chinese-Americans.
2. Influences within the Chinese Community.
    a. The strength of the family group.
    b. Functions of Chinese fraternal and social organizations.
    c. Services of Chinese business organizations.
    d. Activities of Chinese Student Associations.
3. Present Acculturation Difficulties.
    a. Lessening influence of family and group associations.
    b. Younger generation conflicts.
    c. Problems of the Chinese-American living outside of Chinatown.

Suggested Problems for Further Study:

1. Why do Chinese who live outside, often return to Chinatown?
2. What are some problems a Chinese boy or girl of your age living in Chinatown may have to face?
3. How are we reminded in our every day living of contributions of Chinese culture and civilization?
4. In what scientific fields are Chinese-Americans exerting great influence?
5. Why has it taken Chinese-Americans as a group a long time to break down family ties?
6. Why are there so few Chinese-Americans active in Mainland politics today?
7. Is the existence of a Chinatown a good thing for the U. S. A.?

V

1. A Negro child resents the use of the word Negro. He states, "The right thing to say is black people."

Immediate Response:

"I can understand your feelings about the word, "Negro". It originated as a racial classification for Africans during the period of slavery. However, the term "black people" is also objectionable to many people. Perhaps the most precise and correct term is Afro-American or African-American."

2. A boy refuses to take his turn as cleanup monitor. He states, "You people are always trying to get us to do the dirty work."

Immediate Response:

"Is cleaning the classroom doing dirty work? Every pupil in this class shares a common responsibility for the room's appearance. What do you suggest as a more fair way of assigning this job?"

3. A child states, "You just wouldn't understand, you're not colored."

Immediate Response:

"Maybe I don't understand. Will you try to help me understand?"

4. A child states, "Negroes in this country have nothing to fight for."

"The most important thing they have to fight for is their share of the good things that our country has to offer. Negroes have always fought for this country, in the Revolution, the War of 1812, the Civil War, both World Wars, Korea and now in Viet-Nam."

5. A child states, "Everybody should have his rights but why can't they take it easy. You can't change things overnight."

Immediate Response:

"Would you say that three hundred years is overnight? How long should people wait for their civil rights?"

Possible Follow-Up

Topic: Problems of Negro Americans

Possible Aims:

1. What is the right of free speech?
2. Why has it been difficult for the Negro people to advance economically?
3. How does poverty tend to be self-perpetuating?
4. What role has prejudice played in blocking Negro advances?
5. What is the responsibility of any government to its citizens?

Possible Approaches

1. Make a comparison of white versus non-white unemployment figures.
2. Make a comparison of white versus non-white income.
3. Investigate some early union tactics to prevent Negro workers from gaining membership.

Suggested Content

1. Report of the Bureau of Labor Statistics on Negro unemployment.
2. The displacement of Negro workers by white immigrants.
3. The efforts of unions to eliminate Negro workers from certain jobs
4. The provisions of Fair Employment Practices of the Civil Rights Act.
5. City Commission on Human Rights.

Suggestions for Further Study

1. Why are fair employment practices important to all Americans?
2. How does prejudice cost us money in prices and taxes?
3. What is the value of public protests?

VI

1. A pupil states, "My uncle says Italians are politicians."

Immediate Response:

"Frank Sinatra, Perry Como, Dean Martin and Tony Bennett are all popular singers. Why can't we say Italians are singers?"

2. A child asks, "Why haven't we had an Italian (Negro, Puerto Rican, Jewish) President?"

Immediate Response:

"Things are rapidly changing. John F. Kennedy was the first Catholic to become President and he was elected in 1960. An Italian or another person of minority group background might be elected President or Vice President in the near future."

Possible Follow-Up

Topic: Italians and Italian-Americans

Possible Aims: To understand the cultural heritage of Italians and children of Italian parentage; to learn the facts about the American-Italian family and the community it inhabits; to develop an appreciation of America as a pluralistic society by using the American-Italian community as an example.

Possible Approaches:

1. Use the following quotation as a basis for class discussion.

   "We Americans (American-Italians) now wish to make certain that our children and grandchildren have an equal opportunity to make more and better contributions to the political life of our country. If our children do not inherit anything else from us except to have equal opportunity to contribute to the government of America and to the world, then our efforts and sacrifices will not have been in vain."

2. Show pictures of American-Italians doing a variety of jobs: working on construction projects, designing clothing, supervising a hotel dining room, planning a sales campaign for Italian foods, farming in a California citrus grove, seated as a judge, doing scientific research.

Suggested Content:

1. Italian Family Life in the United States:
   a. Differences between cultural life in northern Italy and southern Italy.
   b. Characteristics of Italian peasant life - - folk societal family.
   c. Changing values of first-, second-, and third-generation American-Italian families.

2. American-Italian community organizations and how they have helped promote better relationships among American-Italians and with the community at large.
   a. The Sons of Italy.
   b. The Italian Sons and Daughters of America.
   c. Unico.
   d. The Italian Historical Society.
   e. The Columbia Society.

3. Contributions of American-Italians to the growth and development of the United States.
   a. Fishing and sailing industries.
   b. Agriculture and wineries.
   c. Fruit and produce industries.
   d. New York City subway construction.
   e. Building and construction.
   f. Banking and finance.
   g. Real estate sub-divisions.
   h. Music and art.
   i. Politics.
   j. Education.
   k. Law.
   l. Science.

4. Some important American-Italians and their contributions.
    a. Amadeo Giannini in banking and the motion picture industry.
    b. Enrico Fermi and his work in nuclear energy.
    c. Fiorello La Guardia and his work as Mayor of New York City and in UNRRA.
    d. Anthony Celebrezze and his work as Secretary of Health Education and Welfare.

5. Some outstanding problems faced by American-Italians today.
    a. Some large corporations will discriminate against hiring personnel for executive positions who have Italian sounding names.
    b. The role of career women and Italian traditional concepts about the role of women.
    c. Loosening of cultural ties with old world backgrounds.
    d. The so called "gangster image".
    e. Others.

Suggested Problems for Class Study:

1. How have television programs and newspaper stories perpetuated, and in many cases created, the notion that almost all criminals and racketeers are American-Italians?

2. How have American-Italians been able to overcome many of the handicaps of prejudice and discrimination?

3. How can American-Italians by understanding their own heritage in the Old World and in the United States help other minority groups achieve full citizenship rights and equal opportunities?

VII

1. A boy states, "My mother says Jewish storekeepers overcharge."

Immediate Response:

"Why does a little neighborhood store charge more for the same thing than Macy's or Gimbel's?"

"Does it make any difference who owns the small store?"

2. "My father says Jewish landlords own the slums?"

Immediate Response:

"That's not correct. Different people own buildings in New York."

3. "My mother says Jewish businessmen take all of their money out of Harlem."

Immediate Response:

"Why single out Jewish businessmen?" "Don't other businessmen take their money out of the area?"

Possible Learning Activities

Topic: The Jewish People in American Life.

Possible Aims: To break down stereotyped generalizations; to learn the actual facts by studying the material on the topic; to make valid generalizations which are based on the facts; to learn what American Jews have done to help America.

Possible Approaches:

1. Make a class survey to find the number of Jewish people with whom the pupils have had actual contact.
2. What were the relationships between these Jewish people and themselves?
3. Have pupils heard of any Jewish people who helped their friends or relatives?

Suggested Content:

1. The roots of the American-Jewish community.
    a. Variety of religious, educational, cultural, recreational, and philanthropic organizations that cut across national and racial lines.
    b. The prejudices and discrimination Jewish people were subjected to in their countries of origin.
    c. How the Jewish people coped with their problems through community organizations in the Old World.

2. American-Jewish community organizations and what they did when the waves of Jewish immigration began.
    a. Mutual benefit societies.
    b. Fraternal organizations.
    c. Educational institutions.
    d. Other organizations.

3. The growth of the American-Jewish community agencies to help not only Jewish people but others as well.
    a. The Jewish Community Center,
    b. The American Jewish Committee,
    c. The American Jewish Congress.
    d. The Anti-Defamation League of B'nai B'rith.
    e. The Jewish Labor Committee.
    f. The Federation of Jewish Charities.
    g. The National Jewish Hospital for Consumptives in Denver.
    h. The Leo N. Levy Hospital for Arthritis, Rheumatism and Blood Diseases in Hot Springs.
    i. Voluntary Hospitals in New York City -- Mount Sinai, Beth Israel, Brookdale.

4. American-Jews in the civil rights movement.

5. The Jewish heritage - "Tzadaka" and "Mitzvah".

6. American-Jewish families and their contributions to help other Americans.
    a. The Rosenwald Foundation Foundation.
    b. The Lehman's Children's Zoo in Central Park.
    c. The Filene Foundation.
    d. The Bamberger's endowment of the Institute for Advanced Study.
    e. The Guggenheim Foundation.

7. Some important American-Jews who have made outstanding contributions to all Americans.
    a. Samuel Gompers, David Dubinsky, and Sidney Hillman in the American labor movement.
    b. Warner Brothers, Fox, Mayer, and Goldwyn in the motion picture industry.

c. Joseph Pulitzer and Adolph Ochs in publishing and journalism.
d. General David Sarnoff and William Paley in radio and television.
e. Jonas Salk in bio-chemical research.
f. Albert Einstein in mathematics.
g. Arthur Goldberg in international law.

Suggested Problems for Class Study:

1. Why have American-Jews been very active in the field of merchandising?

2. How are prices for goods and services established in our economy?

3. What cultural backgrounds of Jewish life encouraged many American-Jews to enter the teaching profession?

4. Why have many American-Jews been active in organizations which promote freedom and equality?

5. Why haven't American-Jews joined with Jews from other parts of the world in permanently settling in Israel?

6. Do American-Jewish children, as do children from other minority groups, voluntarily segregate themselves, or are they pressured into segregated groups because there has been a lack of knowledge and understanding about them by non-Jewish people?

VIII

1. "The Indians never tried to become civilized. They stood in the way of progress."

Immediate Response:

"Just what does civilized mean? Why do people have a right to be different?"

Possible Follow-Up

MATERIALS ON AMERICAN INDIANS

Topic: The Indian People Today

Aims:

1. To find out how the young Indian people of today live.
2. To foster an appreciation for some of the difficulties experienced by Indian people today.

Possible Approaches:

1. Visit the Museum of the American Indian to view their exhibits of the various Indian tribes.
2. Show pictures or a film about Indians from different sections of the country, beginning with those of New York and neighboring states.
3. Assign pupils to read poems and books about Indians and choose selections for reading to class, for example,
   Longfellow's Hiawatha
   James Fenimore Cooper, Last of the Mohicans
4. Play recordings of several Indian songs.

Development:

1. For classes that have already devoted time to the study of the North American Indians, review location, characteristics of some of the tribes.
2. Elicit from class topics that should be included in a study of the young American Indian and how he lives, for example:

a. Where do Indian people live?
   Indian Reservations
   Off-reservation Indians

b. How do their parents earn a living?
   Arts and crafts (very few)
   Farming, stockraising
   Farms outside the reservation
   Seasonal agricultureal work
   Industrial plants in and outside reservation
   Construction industry

c. What schools do they attend?
   Public schools, mission schools and other private schools.
   Federal boarding or day schools (where other facilities are not available).
   Boarding schools run for students who live too far from the school (there are non-reservation as well as reservation boarding schools).
   For youngsters enrolled in public schools, dormitory care is sometimes provided.
   Many Indian youngsters do not speak English when they enter school.
   Indians outside reservation fall under compulsory education laws.
   Reservation Indians are compelled to attend school when sufficient facilities are available, and when the tribal governing body has passed a resolution to that effect.
   Advanced vocational training.
   Scholarships are offered by the Bureau of Indian Affairs as well as private organizations and tribal groups.

d. How do they live?
   Those on reservations lead a rural type of existence.
   There is the obligation to learn customs and traditions of the tribes.
   There is active interest in various ceremonies and their significance. (Green Corn Dance, The New Year Festival)

Application:

1. Draw on a map of the United States the location of some of the well known Indian Reservations.

2. Visit an Indian Reservation in New York State and then tell the class about your observations.

3. Make a list of places that have Indian names in New York (Mohawk, Massapequa, Niagara, Adirondack, etc.).

Problems for Further Study:

1. The role of the woman in many Indian tribes.
2. The unique organization of the Iroquois.
3. The status of the Indian as a voter.
4. The U.S. government relations with the Indians.
5. The Indian Wars after Civil War.
6. The Indian today.
7. A day in the life of a young American Indian.

IX

1. A child habitually uses profane and obscene language.

Habitual profanity is often not directed at the teacher or a fellow student. A boy says, "Mr. ______, I lost my ______ book."

Immediate Response:

"The word you used to describe the book doesn't tell me which book you lost. It is also not the kind of language we use in class."

Possible Learning Activities

Topic: Avoiding the Use of Profane and Obscene Language in the Classroom.

Possible Aims:

1. To change the pupil's use of habitual profanity and obscenity to socially acceptable expression.
2. To foster a desire for precise speech.
3. To help pupils develop constructive attitudes and habits.
4. To develop a sensitivity to the appropriate use of language.

Possible Approaches:

1. Recreate a classroom situation in which there was a verbal exchange between two pupils who used obscene language. Tape the exchange and play it back.

2. Distribute copies of a heated editorial criticizing the United States policy in Viet Nam. Have pupils underline vituperative expression.

3. Discuss the debate over school decentralization stressing community action versus central authority. Have pupils study how leaders express themselves, especially their use of expletives which are consciously inserted to get support of their positions from the audience.

4. Draw up a list of occupations and discuss the appropriate use of language in connection with each occupation.

Development:

1. The roots of the English language.

    a. Latin influence.
    b. The period of Old English.
    c. The period of Middle English.
    d. The period of Modern English.
    (See Handbook for Language Arts, Grades 3-4, New York City Board of Education)

2. How words develop different meanings.

    a. Effect of words on reader or listener (Semantics), e.g., illustrate different meanings of the word "frog".
    b. Derivation of words.
    (G. & C. Merriam Company, Springfield, Mass. will send free upon request a brochure entitled, "Interesting Origins of English words from Webster's Third New International Dictionary").
    c. Words with built-in judgments.
    Situations where a word is offensive.
    Situations where the same word is not offensive.
    (For example, see S. I. Hayahawa's Language in Thought and Action, Harcourt, Brace & World, 1964, p. 82-92 and 203-213) (Paper ed.)

Application:

1. Ask pupils to record profane or obscene words they hear or read and indicate the circumstances under which they were used.

2. Prepare a series of short statements containing vague or general terms. Assign pupils the task of making the statements more precise.

3. Select excerpts from Shakespeare's works which contain profane or obscene expressions. Explain Shakespeare's reasons for using these expressions by considering:

    a. The times and characters in the play.
    b. The audience for whom Shakespeare wrote.
    c. The appropriateness of language for the stage.

Background Material

Future historians will probably refer to the 1960's as the decade in which America reaffirmed her commitment to the fundamental principles of the dignity and the brotherhood of man. The bold steps toward the removal of barriers to equal opportunity for all citizens, will be seen as a giant step toward the realization of the American dream of a completely democratic society.

Tolerance is not enough. There must be understanding and appreciation of one another by the diverse groups in our society. The key to understanding is knowledge. Knowledge is not built on myths, sterotypes or propaganda; it is based on facts and valid generalizations.

The material in this section has been organized to provide the supervisor and teacher with important background information on the culture, history and aspirations of some groups in our society.

THE AMERICAN INDIAN PEOPLE

The term American Indian covers a physically diverse group of people who inhabited vast areas of North and South America. It is believed that some of the ancestors of these people migrated to the Americas from northeastern Asia some 15,000 years ago. It has also been suggested that some of their ancestors came by sea from Polynesia. In addition, it is known that the Phoenicians had large, seagoing vessels several thousand years before the birth of Christ. It is interesting to note that Indian Corn was known in Egypt and India before the first voyage of Columbus, this provides for further interesting speculation as to the ancestry of the groups that came to be known as American Indians.

1. Outstanding Problems:

   a. Widely held misconceptions.

      1. "Indians speak Indian".
      This is comparable to stating that Chinese, Japanese and Burmese speak Asian. It is estimated that there are 150 Indian languages spoken in North America.

      2. "Indians were wild savages".
      From the literature of early American history we find that early European settlers were impressed by the manner, bearing and intelligence of the Indians.

      3. "Scalping was a widespread Indian practice".
      The practice of scalping was limited to a few tribes. It was as common for a European settler to take an Indian scalp as it was for an Indian to take a settler's scalp.

      4. "Indian men were idlers and the women did all the work."
      There was a division of labor according to sex. Women performed the standard household duties, child rearing, farming, pitching tents and carrying domestic equipment. The men hunted, fished, made weapons and canoes and did the fighting. In a nomadic group where raids and surprise attacks were a constant threat, men could not carry domestic equipment and be prepared to fight.

   b. It was, and still is, difficult for Indians to find suitable employment off the reservation.

   c. As members of a minority group they find it difficult to secure adequate housing at reasonable rentals. This is particularly the case where there is a relatively large Indian population.

   d. Many Indians, on and off the reservation, are handicapped by poor health, and inadequate education.

II. Historical Problems

a. From the earliest times treaties made with the Indians were honored only so long as the Indians were a potent military force. In spite of treaty obligations the Cherokees were driven from their Georgia lands by Andrew Jackson in 1832. A recent example of a broken treaty was the Kinzua Dam Project in 1961.

b. The Railroad Enabling Act of 1866 granted railroads strips of land forty to fifty miles wide on both sides of the right of way. These land grants often included parts of Indian reservations. The Indians were evicted, in violation of treaties, and the land sold to settlers.

c. The Allotment Act of 1887 provided that reservations should be divided into individual family farms of specified acreage. The law provided that any residual acreage should be put up for public sale. As a result of this law the Indians lost 90,000,000 acres of valuable land.

d. During the settlement of the Great Plains, the military campaigns against the Indians were wars of extermination. Women and children as well as warriors were ruthlessly killed. A prominent soldier made the statement, "The only good Indian is a dead Indian." An influential New York newspaper opined that the continent was "getting too crowded". The massacres of Indians at Sand Creek in 1864 and Wounded Knee in 1890 were widely applauded.

e. The wanton destruction of the huge buffalo herds of the Great Plains effectively destroyed the society of the Plains Indians.

III. The American Indian has played an important role in the development of our country from its inception.

a. The assistance of the Indians made the survival of the earliest European settlers possible.

b. The Indians taught the early settlers to make canoes. The famous New England whaleboat was a modification of the canoe.

c. Caucus, powwow, tuxedo and hominy are Indian words which have become part of our American language.

d. The game of la crosse is derived from an old Indian game. The game was played much the same except that the field was considerably larger.

e. During the Second World War Navajo Indians serving with the U. S. Marines in the South Pacific were often used as radiomen to transmit important and secret information. The Japanese found it impossible to translate the language; this gave the American forces a distinct advantage.

f. For some time more and more Indians have been moving into the mainstream of American life. America's most famous humorist of this century, Will Rogers, was part Indian. Maria Martinez one of our most highly gifted contemporary potters is an Indian. She has won a number of national and international awards. Maria Tallchief is a dancer of international reputation. The present Commissioner of Indian Affairs is Robert Bennett, an Oneida Indian.

IV. The European settlers brought with them the gun, wheel, horse, plow, and smallpox and measles. The impact of these things, and of completely alien ideas, such as the private ownership of land would, in time, completely shatter pre-Columbian Indian civilizations.

a. The land-hungry English and French settlers drove the Indians from their hunting grounds and forced them westward.

b. The Indians had no natural resistance to the diseases introduced by the Europeans. Measles, for example, which was seldom fatal to Europeans was generally fatal to Indians.

c. Some of the horses brought by the Spaniards escaped and wandered north to the Great Plains. Finding an almost ideal habitat with few natural enemies, the horses multiplied rapidly. The Indians of the Plains domesticated the horse. The new mobility provided by the horse completely changed the culture and customs of the Plains Indians.

At first the Cherokees profited from contact with the European settlers. They adopted European farming methods, built new towns and made steady progress toward a European type civilization. Under the stimulus of European contact a Cherokee alphabet was invented and literacy among the Cherokees was encouraged.

e. The destruction of the great buffalo herds, occasioned by the building of the transcontinental railroads, destroyed the economic mainstay of the Plain Indians. The Indians were forced to depend on government beef. A concomitant result was widespread unemployment for the Indians.

V. Cultural Background

The Indians of North America had no single cultural background. For purposes of discussion we shall divide the Indians into four groups, the Southwestern, the Southeastern, the Iroquois and the Plains Indians. In each instance we will try to point out salient characteristics:

a. The Southwestern Indians
The Indians of the southwest were generally farmers. They farmed unirrigated land although the Yumans built miles of irrigation ditches. Their houses were built of stone cemented with adobe.

These tribes were generally peaceful. Their government was democratic. Each group was governed by a council of elders. The most able member of the council was chosen to preside. There were no apparent class distinctions, houses and burial grounds were the same for all.

Their religion was based on rain and crops. They did not believe in human sacrifice or torture.

Their people were known for their fine pottery and basketry.

b. The Southeastern Indians
The southeastern Indians were autonomous farmers and hunters. They generally lived in small towns built around a public square. Their houses were made of logs or poles chinked with clay and roofed with thatch.

These warlike people were ruled by hereditary chieftains. They took scalps and tortured captives. Their religious ceremonies revolved about agriculture. Their important religious observances were the corn festival, the first fruits festival and the new fire festival.

Their pottery was durable but unpainted. They developed the art of weaving bark fibers.

c. The Iroquois
The Iroquois lived in what is now the northeastern United States. They were farmers and hunters. They lived in longhouses. The longhouses, from 15 to 200 feet long, were made from poles covered with sheets of bark. Each longhouse was occupied by a clan, and each village was composed of a number of clans. The entire village was often surrounded by a log palisade.

According to tradition Hiawatha and Dekanawida organized the Iroquois Confederacy. The five nations of the Confederacy were the Cayugas, the Mohawks, the Oneidas, the Onondagas and the Senecas. The Confederacy was a representative democracy. The political sophistication of the union made it possible for the Iroquois to dominate their neighbors.

d. The Plains Indians
This is the group of Indians that captured the imagination of other Americans. The group was almost entirely dependent on the buffalo. They were a nomadic people who lived in large conical tents called teepees.

The Plains Indians were excellent horsemen. Horses were not only beasts of burden but an indication of wealth and power. Raids on other tribes to take horses were common.

The Chinese People

The Chinese were the first voluntary non-European immigrants to come to the United States in significant numbers. Their language, customs and attitudes were completely alien to the European experience. There was no common ground of religion or race. The decaying Manchu dynasty could no longer carry out the legitimate functions of government and the expanding population was a problem in the mid-nineteenth century as it is now.

1. The Chinese who decided to try their luck in a strange land half a world away were motivated by the same reasons as other immigrant groups.

    A. They desired to improve their economic lot.

    B. They wished to escape from the political domination of war lords.

    C. High taxes and tiny farm plots which were being constantly subdivided made mere subsistence an everyday problem.

    D. Rapacious warlords appropriated what little the Chinese peasant might amass.

II. The Chinese began to come to the United States in significant numbers at the close of the Civil War. The period of greatest migration was the decade between 1870 and 1880.

Table

1830 - 3
1840 - 8
1850 -758

1860 - 34,933
1870 - 64,199
1880 -123,021

Immigration of Chinese to United States by Decades

III. The restrictions on Chinese immigration have been severe. The exploitation of Chinese laborers by ruthless labor contractors made the Chinese worker an object of hatred to the early unions. The trade union leaders failed to see that the Chinese laborer was a victim rather than a culprit.

    A. The Chinese Exclusion Act of 1882 completely barred the entrance of Chinese for ten years. This was later made permanent.

B. After World War II, China was assigned an annual quota of 200 immigrants.

C. The McCarran-Walter Act limited Asiatic immigration to 100 immigrants annually.

D. The recently passed Immigration Law liberalizes many of our previous immigration policies.

IV. Because the Chinese were physically different and thus easily identifiable their early problems were greatly increased. This coupled with the fact that very few non-Chinese spoke Chinese and few if any of the Chinese immigrants spoke English made normal communication extremely difficult.

A. Many of the early Chinese immigrants were contract laborers. They were little more than indentured servants. The wages paid were barely at the subsistence level.

B. The Knights of Labor and the American Federation of Labor conducted bitter anti-Chinese campaigns.

C. The individual worker greatly feared the Chinese worker as a competitor for his job.

D. In the early days Chinese who clung to their old world customs were often assaulted on the streets. Swaggering bullies considered it great fun to cut off the Chinese man's queue.

E. As with other immigrant groups, adequate housing presented a problem.

F. Religious bigots insisted that the Chinese were heathens.

V. Today the mistaken belief is widely held that Chinese have few if any real problems.

VI. The impact of the Chinese on American culture has been considerable. We are aware that the Chinese civilization is one of the oldest in the world. Their discoveries and inventions had a great impact on European civilization long before there was a United States.

We should also have some idea of the contributions of the immigrant Chinese on the North American mainland.

A. Like all immigrant groups the supply of a large reservoir of unskilled labor was an important contribution. The western railroads were built largely by Chinese labor.

B. Many Chinese have distinguished themselves in the professions. Dr. T. D. Lee and Dr. C.N. Yang were awarded Nobel Prizes for work in physics.

C. In the arts Dong Kingman is recognized as one of the foremost modern painters. James Wong Howe has won a number of Oscars for his cinematography.

D. The Chinese influence in house furnishings, tapestry and textiles is widely apparent.

VII. The many adjustments demanded by life in America has had a decided effect on the Chinese people.

A. Although family influences are still strong, they tend to be less so with each new generation.

B. Many children resent the work that their parents do.

C. Most Chinese Americans support the United States policy in Asia.

VIII. The Chinese have organized many fraternal, benevolent and business organizations to aid their fellows. Some representative organizations are:

A. The Chinese Students and Alumni Association which maintains branches all over the country is particularly concerned with the welfare of Chinese students.

B. The China Society organized in 1913 is primarily concerned with improving Chinese-American relations.

C. Chinese fraternal groups such as the Chinese Mutual Benefit and Welfare Association and the Chinese Community Club perform many welfare services for the group. The effectiveness of these organizations is that a relatively small number of Chinese receive public assistance.

IX. Cultural Background

China is an old civilization. The Chinese had developed a written language some fifteen centuries before the birth of Christ. Along with the development of painting, sculpture, silk weaving and casting bronze the Chinese developed the idea of limited monarchy, the theory of the Mandate of Heaven. According to this theory the king enjoyed the right to rule only so long as he governed justly. The idea of civil service was also developed in China before the birth of Christ.

The Chinese philosophers, Confucius and Lao-Tse gave the people of China an ethical system comparable to anything developed in the West. The teachings of these two men continue to influence the Chinese people.

One of man's most spectacular achievements is the Great Wall of China. This fortification extended fifteen hundred miles. The wall was built twenty feet high and fifteen feet thick.

THE IRISH PEOPLE

Irish historians claim that in 1776, one third of the people in the colonies were Irish or of Irish descent. The Irish people were, for a long time, at odds with the British government and Ireland was a colony rather than an integral part of the kingdom. America provided a convenient escape from the problems of Ireland.

I. **Some of the reasons which encouraged Irish immigration were:**

   A. Absentee, English landlords who owned vast Irish estates charged excessive rents.

   B. The Irish Catholics were forced to support the Church of England.

   C. There was a demand for cheap labor in America.

   D. Religious tests and restrictions severely limited upward mobility.

II. The periods of greatest migration were 1850 to 1860 and 1880 to 1890.

III. Although the Irish immigrants were white, English speaking, northern Europeans, they were faced with many of the problems of other immigrant groups. These problems were particularly significant during the decade prior to the Civil War.

   A. The Irish immigrants of the 1850's were generally unskilled farm laborers. They were forced to accept the least desirable jobs. In the South it was common for slaveholders to hire Irish laborers to perform particularly dangerous jobs. The reasoning being that if a slave were injured valuable property was lost while the injury of a day laborer occasioned no loss.

   B. In the large cities adequate housing was a problem. In New York many Irish immigrants settled in a notorious slum district called the Five Points.

   C. The Irish were Catholics in a predominantly Protestant country. Although there were no statutory religious tests there was a great deal of violent anti-Catholic feeling.

   D. The Know-Nothing Party was violently opposed to Irish immigration. It was comparable in attitude to the Ku Klux Klan of the twenties.

IV. Although the Irish immigrants suffered a great deal, they in time became a part of the larger community. Today, the American of Irish descent does not generally suffer because of his heritage.

V. The massive waves of Irish immigration during the middle of the last century had a profound effect on America.

  A. The cheap labor provided by the Irish immigrants was extremely important to the expanding American economy. The Irish immigrants supplied much of the labor for the construction of the Erie Canal.

  B. Many Irish immigrants served in the Union army during the Civil War.

  C. The Roman Catholic faith which had been a minor sect became an important religious force in our country.

  D. The descendants of Irish immigrants have distinguished themselves in every field. They contributed:

    1. Political figures such as Al Smith, James Farley and John F. Kennedy.

    2. Thomas F. Ryan, James V. Forrestal and Joseph P. Kennedy in the world of industry.

    3. Eugene O'Neill, James T. Farrell, F. Scott Fitzgerald, Mary McCarthy and John O'Hara in the field of literature.

  E. American Irish soldiers such as Philip Sheridan, George McClellan, Emmett "Rosey" O'Donnell and Wild Bill Donovan have served gallantly in American wars.

  F. One of the most significant contributions of the Irish to America has been in the area of education. The Christian Brothers of Ireland and other teaching orders have organized and staffed educational institutions at every level.

  G. Prominent jurists such as Thomas Murphy and Supreme Court Justices Frank Murphy and William Brennan have served the nation with great distinction.

VI. With the passage of time, the Irish Americans have lost many traits that distinguished them from other Americans. The weakening of the Irish identity is due to a number of factors; the decline of immigration, the fading of Irish nationalism and the establishment of the Republic of Eire brought to an end Irish American agitation for Irish independence.

VII. Cultural Background

The people of Ireland have a rich cultural background. After the conversion of Ireland to Christianity, monastic schools spread over the land. Latin was the language of instruction. In these monastic schools the older Latin manuscripts were copied and beautifully illustrated.

Perhaps the richest part of the Irish cultural heritage is the determined fight for freedom which lasted over a period of many centuries. This love of freedom was not only demonstrated in their constant struggle against foreign oppression of their native land, but also when, as immigrants to new lands, they fought in defense of the freedoms of their adopted countries.

In the field of literature, Irish artists have shown outstanding ability. Goldsmith, Burke and Sheridan were early Irish writers whom we often consider English.

At the turn of the century there was an Irish Literary Renaissance. James Joyce introduced an entirely new concept into English letters. Sean O'Casey, Padraic Colum, and George Moore all contributed to literary development in the twentieth century. George Bernard Shaw, often considered the finest playwright of this century, was born in Ireland.

VIII. The Irish American Today

The election of John F. Kennedy as President of the United States in 1960 was charged with special significance for the Irish-American and the country as well. The winning of the Presidency culminated and consolidated more than a century of Irish political activity; it wiped away the bitterness and disappointment of Al Smith's defeat in 1928; it removed any lingering sense of social insecurity. Every Irishman could take pride in the Kennedy victory.

In New York City, and indeed in the other metropolitan centers of the country, the Irish are assimilated into American life. Senator Eugene McCarthy of Minnesota, Senator George Murphy of California, Senators Robert F. Kennedy and Ted Kennedy of New York and Massachusetts, Governor Pat Brown of California* attest to the full participation by Irish-Americans in American political life. Irish-Americans are well represented in the insurance companies and stock brokerage houses of New York City. Irish-Americans stand high in the councils of City, State and Federal government and constitute a substantial segment of civil service employees.

*Ronald Reagan, also of Irish descent, elected Governor of California in 1966.

THE ITALIAN PEOPLE

From the Fall of Rome to the unification of Italy in 1870, the Italian peninsula was a group of petty, warring states. These states were often ruled by foreign princelings who traded them back and forth like chessmen. The lot of the Italian peasant was extremely hard. The glimmer of hope that had been lighted in Italy by the French Revolution was ruthlessly snuffed out by the Congress of Vienna after 1815.

The Italian peninsula is one of the oldest areas of western civilization but Italy is one of the newest nation-states. Modern Italy dates from 1870. Garibaldi, Cavour and Mazzini were instrumental in the construction of the Italian state, but political unification could not solve the economic and geographic problems of the area.

I. Some reasons for migration were:

   A. Italian peasants, especially those in the south, were saddled with unproductive land, high rents, absentee landlords and high taxes.

   B. During the 18th century there was practically no upward social mobility.

   C. With the onset of the industrial revolution, northern Italy became prosperous while economic advances in the south were minimal. This resulted in a sharp cleavage between the two sections.

   D. The agricultural crisis of 1885.

II. The period of greatest migration was between 1880 and 1920. During this period more than three and one-half million Italians migrated to the United States.

DECADE	NUMBER ADMITTED TO U.S.
1820-30	439
1831-40	2,253
1841-50	1,870
1851-80 (a)	18,963
1881-90	307,339
1891-1900	651,893
1901-10	2,045,877
1911-20	1,109,526
1921-30 (b)	451,315
1931-40 (c)	67,828
1941-50	57,661
1951-60 (d)	185,391
1961-62	39,075

Italian Historical Society of America Statistics as obtained from the U.S. Bureau of Census, Department of Commerce.

(a) The Civil War and its aftermath and nationalism in Italy cut Italian immigration from 1860 to 1875.
(b) The quota laws cut immigration to the U.S.
(c) The depression in the U. S. and fascism in Italy cut immigration.
(d) Economic prosperity in the U. S. and economic readjustment in Italy after World War II increased immigration.

NOTE: Between 1780 and 1820, approximately 5,000 Italians arrived in the U.S.

III. Italian immigration was restricted by the same laws used to limit immigration in general. It should be noted, that these laws severely limited immigration from southern and eastern Europe.

IV. The immediate problems faced by the early Italian immigrants were similar to those faced by all immigrant groups.

A. The non-English speaking immigrant was forced to take menial and lowest paying jobs. As the immigrant Irish, a century before had dug the Erie Canal, the immigrant Italians dug the New York subways.

B. The new immigrants were crowded into "Little Italy" sections of New York and other eastern port cities. As in all slums, crime and disease were disproportionate to the population.

C. The language and customs of the Italian immigrant made him easily identifiable. He became the butt and victim of vicious stereotypes.

V. Although Italian Americans have generally become an important and vital part of the American society, there are still a few areas in which they are limited. Some current problems faced by Italian Americans are:

A. The stereotype of Italian criminality is still widely held. A very popular nation-wide television program once characterized most underworld characters as Italians.

B. On the national political level Italian-American progress has been slow. Anthony Celebrezze was the first Italian-American to serve in the Cabinet of a U.S. President. There is only one Senator of Italian descent, John Pastore of Rhode Island.

VI. Italian American contributions to the U. S. have been numerous in many fields.

A. Italian Americans have distinguished themselves in all the professions.

B. Enrico Fermi, Eduardo Amaldi and Emilio Segre all made important contributions to the development of nuclear power.

C. The Italian truck and garden farmers produce a significant portion of our vegetables.

D. The frescoes in the U. S. Capitol were executed by Constantino Brumidi, an Italian immigrant.

E. Amadeo P. Giannini founded the Bank of America, one of the largest banking institutions in the world. He was a pioneer in the financing of motion pictures.

F. The names of Caruso, Toscannini and Tebaldi are familiar to every lover of classical music, as the names of Frank Sinatra, Dean Martin and Tony Bennett are familiar to lovers of popular music.

Community Groups

There are many benevolent and fraternal organizations which do outstanding work to promote better relationships among Italian Americans and with the community at large. Most of them are based on ties with towns in the Old World. On the national level, the Sons of Italy, the Italian Sons and Daughters of America, and Unico work to sustain ties with Italian culture of the Old World and provide opportunities for contributing to American ideals. The Italian Historical Society tries "to promote the revival of the Italian Renaissance spirit in America, and to gather, preserve and make known the historical contributions of Italians and Italian heritage to the New World." This society was instrumental in getting proper recognition for the explorations of Giovanni de Verrazano and in naming the Verrazano-Narrows Bridge for him. Italian clubs are found on university and college campuses. These clubs discuss and debate problems and ideas that relate to American and Italian life.

The two individuals who probably did most to help the Italian immigrant when he came to the New York port of entry were Mother Cabrini and Father John Baptist Scalabrini. They found homes, jobs and schooling for thousands of newly arrived people.

VII. Aspirations

The Italian American Review, March 1961, had a quotation from the platform of the American Italian Conference held in Washington, D.C., which indicates the aspirations of the Italian-Americans. "We Ameritas (American-Italians) now wish to make certain that our children and grandchildren have an equal opportunity to make more and better contributions to the political life of our country which is now becoming the crucial factor in civilization. If our children do not inherit anything else from us except to have an equal opportunity to contribute to the political government of America and the world, then our efforts and sacrifices now will not have been in vain."

VIII. Cultural Background

The cultural background of the Italian peninsula is very rich. The story of the Renaissance, is in large part, the story of the Italian peninsula. Leonardo da Vinci, although fewer than twenty of his painings survive, greatly influenced the rebirth of art and learning. He was in addition, an inventor and thinker of great foresight. Michelangelo, like Leonardo was a man of many talents, painter, sculptor, architect and a better than average poet. His paintings on the ceiling of the Sistine Chapel, in the Vatican, have been called "the greatest single masterpiece in the history of painting." Other important artists and sculptors of the period were Raphael, Bellini, Titian, and Donatello.

In modern times the Italian peninsula has come to be identified with opera as it was identified with art during the Renaissance. The works of Verdi, Rossini, Leoncavallo and Puccini are found in the repetoire of every major opera company.

In the field of literature Italy has produced such men as Petrarch, Boccaccio and Dante. In more recent times Croce, D'Annunzio and Moravia have continued in the footsteps of their illustrious spiritual forebears.

The explorations of Columbus, Cabor, Vespucci and Verrazano are part of the history of America itself.

THE JEWISH PEOPLE

America has always been viewed as a land of opportunity. As with other immigrant groups, many Jewish immigrants came hoping to become part of the new democratic adventure.

I. There were, in addition to the spirit of adventure, other reasons for migration.

   A. In 1654 twenty-three Jewish refugees from Brazil, victims of religious oppression, landed in New Amsterdam.

   B. After the defeat of Napoleon in 1815, the Congress of Vienna restored reactionary rulers to power. The attempts of these leaders "to turn back the clock" led to revolts throughout Europe in 1830 and in 1848. In 1848 revolts in Germany and the Austro-Hungarian Empire were crushed with great severity. Many Jews from Austria, Bohemia and Germany came to the United States to escape the persecutions and harassments that followed the unsuccessful revolutions.

   C. The assassination of Czar Alexander II of Russia in 1881 led to pogroms and other severe forms of repression of Russian Jews. In order to escape these horrors many Russian Jews came to the United States.

   D. With the rise of Hitler in 1933 anti-semitism became governmental policy in Germany. This stimulated a new wave of Jewish immigration from Germany and, as Nazi influence widened, from the rest of Europe.

II. The periods of greatest migration were:

   a. 1815-1865
   b. 1870-1881
   c. 1915-1939

III. Although there have never been any laws which specifically limited Jewish immigration, the laws which limited migration from southern and eastern Europe effectively limited Jewish immigration. These discriminatory limitations have been removed by the 1965 law.

   a. The Emergency Quota Act of 1921 limited the number of immigrants to 3% of the number of foreign born persons from a particular country, based on the 1910 census.

   b. The Johnson-Reed Act of 1924 changed the formula to 2% of the foreign born based on the 1890 census.

   c. McCarran-Walter Act of 1952 limits the annual number of immigrants to 154,000, with an admission formula based on the 1920 census.

IV. When the number of Jewish citizens in the United States was relatively small, the problems of discrimination and prejudice were minor. With increased migration from eastern Europe the problems became more acute. Many of the eastern immigrants were easily identifiable because of their language and customs.

Some of the outstanding immediate problems faced by the group were:

a. Inability to speak English.
b. The long history of European anti-semitism that earlier immigrants had brought with them.
c. The resentment of nativist elements.
d. Finding employment. (The early garment sweatshops in New York were largely manned by Jewish immigrants.)
e. Finding adequate housing. Life in the overcrowded lower East Side slums took its toll in death and crime.

V. The Jewish people have made memorable progress since the turn of the century. Unemployment among Jews is negligible and approximately one-third of the Jewish labor force in New York may be described as professional or semi-professional.

Some current problems are :

a. In certain industries such as insurance, opportunities for advancement are limited.
b. In some areas Jewish tenants and home owners are discouraged.
c. There are some evidences of discrimination against Jewish applicants to medical schools.
d. The contradictory stereotypes of international bankers and international communists.
e. There are indications of a rising tide of anti-semitism in some low-income non-white communities. This can be ascribed to the nature of the contacts in these areas which have generally been tenant-landlord, consumer-small merchant and employee-employer relationships.

VI. As a group, American Jews have affected every area of national life. During the late 18th century Jacob Rivera and Aaron Lopez, from Portugal, were important leaders and factory owners in Rhode Island. They made substantial contributions to the early growth of New England industry.

A. The clothing industry in this country has long been associated with the Jewish people. The two largest producers of ready-made clothing during the mid-nineteenth century were Seligman Brothers and Hart, Schaffner and Marx.

B. In the field of trade union organization, Samuel Gompers, Sidney Hillman and David Dubinsky were important leaders. Many of the labor reforms suggested by these men have become part of the law and thinking of our country.

C. In the field of merchandising the names Rosenwald, Filene and Bamberger are giants.

D. In the field of mass communications Alfred Ochs, David Sarnoff and William Paley have made notable contributions.

E. American Jewish scholars and artists such as Chaim Gross, Emma Lazarus, Dr. Jonas Salk, and Leonard Bernstein, have made outstanding contributions to the happiness and welfare of all Americans.

F. Prominent jurists such as Cardoza, Brandeis, and Goldberg, have helped to keep our constitution a dynamic force for freedom and social change.

VII. The roots of the American Jewish community are found in the historical development of Jewish culture over hundreds of years. The American Jewish community is different from other community groups in that it consists of a great variety of religious, educational, cultural, recreational, and philanthropic organizations that cut across lines of national origins. When the Jewish immigrant arrived in the United States he brought with him the peculiar type of cultural patterns that were established in his Old World city, town or village, rather than the pattern of the nation in which he was born. This was primarily due to the prejudices and discrimination he was subjected to in his country of origin. The Russian Jew did not feel he was Russian as much as he felt that he was from a ghetto of a town or village in Russia. As a result of being excluded from the national life of European countries, the Jews had to rely on community organization and self-help. This is one of the highest traditions of Jewish life. Not only did Jewish people in Europe belong to the central Jewish community, but every Jewish person was also a member of a prayer, study, or mutual aid group. These groups usually met in small houses of worship whose membership was determined by occupation. After coming to America, the Jewish people organized new groups.

A - Mutual Benefit Societies.
B - Fraternal organizations such as
    1. B'nai B'rith in 1843.
    2. Free Sons of Israel in 1849.
    3. B'rith Abraham in 1859.

C - The National Jewish Welfare Board was organized in 1917 to aid Jewish Soldiers.
D - The Hebrew Immigrant Aid Society.
E - The American Jewish Congress.

VIII. Cultural Background

Following the destruction of the Jewish state, the hub of Jewish spiritual and political power centered in the Near East. Many of the leading universities, seminaries, synagogues, and research institutions were organized and flourished in Yemen, Turkey, Egypt, Lebanon, Syria, Tunisia, Morocco, Libya, Afghanistan, and Iraq. The advent of Islam and the astonishing success of the Moslem conquest led to the persecution of Jewish people who refused to convert to Muslim beliefs.

In the ninth century many Jewish people migrated to Spain and Portugal. They were welcomed and many Jewish citizens attained high posts in government, education and business. In the eleventh century, world Jewry's spiritual and political center shifted to Spain. By 1492 when Christopher Columbus discovered the New World, Sephardic Jews were numerically the foremost body in Jewry. The Inquisition's persecution and expulsions rang down the curtain on the Spanish or Iberian stage of Jewish history. During the next three centuries the Jewish population remained comparatively small. By the time of the French Revolution world Jewry numbered about two and one half millions. In 1800 almost half of them lived in Polish territory. At the end of the eighteenth and the beginning of the nineteenth century, the age of Yiddish Jewry began. Inspired by the democratic revolutions in America and France, the Yiddish movement sought to better the lot of the common man through religion. It attracted the Jewish population of the Pales of Settlement (Eastern Europe) and gave vital stimulus to the growth of Yiddish. The nineteenth century is the century of Yiddish-speaking Jews of Eastern Europe.

The next hundred and thirty years until 1933 witnessed the largest growth of world Jewry. The estimated population figures were:

1825	3,250,000
1850	4,750,000
1860	7,500,000
1900	10,500,000
1925	15,000,000
1933	16,000,000
1961	12,650,000

Since 1933 European Jewry has been reduced to a fraction of its former number. The Yiddish community as exemplified in Maurice Samuel's "_The World of Sholom Aleichem_" is no more. Yiddish as a language is fast disappearing, not only in America but in Eastern Europe, its place of origin.

The six million Jewish men, women and children who perished in a period of six years from 1939-1945 represented more than one-third of the Jewish population of the world. In 1939 there were nine and one-half million Jewish people in Europe; three and one-half million survived at the close of 1945. In Lithuania, ninety percent of the Jewish citizens perished; in Austria, sixty-six percent; in Holland, sixty percent; in Poland, eighty-five percent; in Czechoslovakia, eighty-two percent; in Germany, eighty-one percent; in Greece, eighty percent; in Yugoslavia, seventy-three percent; in the Soviet Union, seventy-one percent; in Latvia, eighty-nine percent. In all of the European territory occupied by Hitler's armies, from the Balkans to the Atlantic Wall, Jewish people were sought out and destroyed, singly and in groups, whole families and entire communities, men, women, and children, the aged and the young, until almost two-thirds of European Jewry had been wiped out.

The Soviet Union has been actively attempting to destroy Russian Jewry since 1934. The official Soviet policy is the complete assimilation of the Jewish community. Anti-semitism is practiced and encouraged by the Russian government although the Soviet Constitution guarantees freedom of religion.

That the religious and cultural traditions of the Jewish people have survived one holocaust after another is proof of their viability.

THE NEGRO PEOPLE

The Negroes differ from all other immigrant groups in that they were, until quite late, involuntary immigrants. The first Negroes in English America arrived at Jamestown aboard a Dutch warship in 1619. Slavery as we have come to know it, did not exist under English law. The first Negro immigrants were indentured servants like many of their white counterparts. Slavery, as such, did not appear until the middle of the seventeenth century. A number of circumstances joined to debase the Negro from servant to slave. There was first and foremost the demand for cheap labor. Since indenture was for a specific term, the landowner was obliged to make new capital expenditures for labor periodically. Secondly, the Negro was easily identifiable. He could not cross into another colony and disappear. Thirdly, the difference in language and custom as well as appearance, without any common factor such as religion, made it relatively easy for the European settlers to deny that the Negroes were, in fact, men.

It should be noted that slavery in North America was slavery in its most barbarous form. Slave owners were not generally maliciously cruel in the treatment of their slaves, but the consideration was more in terms of property than humanity.

I. The outstanding historical problem faced by the Negro people was the winning of freedom. That Negroes did not accept slavery as their deserved lot is evidenced by slave revolts from the early colonial period down to the Civil War.

   A. One of the most trying problems faced by the emancipated Negro was occupational displacement. With every new wave of immigration, Negroes were forced out of jobs. This made it very difficult for the Negro people to make sustained economic advances.

   B. Educational opportunities were often extremely limited or nonexistent. The difficulty or inability to acquire education confined the Negro masses to menial, low paying jobs.

   C. Negro migration has been, in the main, internal. The Negroes who moved from the South to large metropolitan centers were, and are, faced with the problem of inadequate housing and unreasonable rents.

   D. Racial prejudice has been responsible for any number of problems. Lynchings, unemployment, underemployment and unfair prison sentences can all be traced to racial prejudice.

II. The problems faced by Negro Americans today have their roots in the past. The problems are very much what they were one hundred years ago.

   A. Unemployment is still a major problem. In New York, the unemployment among Negroes is about three times as great at unemployment among whites.

   B. Education is still a problem. In many areas of the country, schools attended by Negroes are inferior. There is also a problem of motivation. Many Negro children are poorly motivated because they cannot see any chance to better themselves.

C. Poor health is a problem among Negroes. In our city, the infant mortality rate is significantly higher among Negroes.

D. Racial prejudice is still a large problem. The stereotype of the happy slave has simply been updated.

E. The Negro people are still struggling to achieve their full rights as citizens. The passage of the Civil Rights Acts of 1964 and 1968 and the Voting Rights Act of 1965 should greatly accelerate the attainment of these rights.

III. The Africans who were brought to America came from various tribal groups. They brought with them differences in language, religion and customs. The very nature of chattel slavery tended to destroy the culture of the slave and impose that of the master. In spite of this, the Negro has had a decided impact on our American culture.

A. The words yam, banjo, and goober are African survivals.

B. African influences are apparent in jazz, spirituals and Latin American dance rhythms.

C. An important contribution of the Negro people was labor. The slaves cleared the Southern lands and raised the cotton that built the New England factory system.

D. Negro cowboys played a significant role in the "winning of the west".

E. Some of the important contributions made by American Negroes follow:

1736- Benjamin Banneker, mathematician, astronomer, surveyor and inventor, was born about ten miles from Baltimore, Maryland. He published an almanac in 1792 and was appointed by President Washington to assist Major L'Enfant in laying out the City of Washington, D.C. November 9.

1770- The Boston Massacre took place on King (now State) Street, Boston, Massachusetts. It was brought on by the jeers and taunts of a segment of the civilian population directed at British troops who eventually fired on the civilians, killing five persons and injuring several others. Crispus Attucks, a Negro, of large stature, probably a runaway slave, and a sailor at the time, led the civilian population and was killed, thus becoming one of the first persons to give his life in the cause of freedom for the American colonies. This event is considered to be one of the incidents that led to the American Revolution, March 5.

2

1775- Battle of Bunker Hill, or Breed's Hill. A number of Negroes fought with the Revolutionary Army troops on Breed's Hill, among them being Peter Salem, Salem Poor, Titus Coburn, Cato Howe, Alexander Ames, Seymour Burr, Pomp Fiske, and Prince Hall, founder of the Negro Masonic Order. There were Negro soldiers in the Revolutionary Army from every one of the original thirteen colonies. The 5,000 or more Negroes who participated in the Revolutionary War fought in integrated units.

1815- Over 500 free Negro soldiers participated in the Battle of New Orleans under the command of Andrew Jackson.

1817- Frederick Douglass, lecturer and journalist, was born at Tuckahoe, Maryland. His mother was a slave. He taught himself to read and write. He showed talent as an orator and was employed by the Anti-Slavery Society as one of its lecturers. His freedom was bought while he was on a lecturing tour in England. He was appointed secretary of the Commission to Santo Domingo in 1871; in 1872, presidential elector; in 1877, marshal for the District of Columbia; then commissioner of deeds for that District; and in 1899, Minister to Haiti.

1851- One of the peak years of the "underground railroad". Harriet Tubman, the "Moses" of her people and probably the most famous of the conductors of the underground railroad, spent many years going back into the South to bring escaped slaves to freedom. At one time, $40,000 was offered for her capture. In all, Harriet Tubman guided over 300 slaves to freedom. During the ten years before the Civil War, it is estimated that about 75,000 slaves escaped to freedom.

1862-65- Approximately 180,000 Negro soldiers fought in the Union Army, organized into 166 all-Negro regiments. They participated in 419 battles, 39 of them major engagements. Sixteen (16) Negro soldiers received the Congressional Medal of Honor for Gallantry in action. There were nearly 30,000 Negro sailors in the Union Navy. Four (4) Negro sailors received the Congressional Medal of Honor for their heroic deeds.

1918- Armistice signed, end of World War I. Approximately 37,000 Negro soldiers and 1,400 commissioned officers participated. Three Negro regiments, 369th, 371st, and 372nd, received from France the Croix de Guerre for valor. The first two American soldiers docorated for bravery in France were two Negroes, Henry Johnson and Needham Roberts.

1942- Dorie Miller, Navy Messman, on the battleship Arizona at Pearl Harbor, awarded the Navy Cross for courage and bravery "above and beyond the call of duty". (Shot down at least four enemy planes.)

F. In the field of American Literature, James Weldon Johnson, Claude McKay and Langston Hughes were part of that movement known as the Negro Renaissance. James Baldwin, Ann Petry and LeRoi Jones, among others, are contemporary Negro writers of great ability.

IV. The church has always been the most important institution in providing the Negro people with physical as well as spiritual aid. With large migrations to the North during and after World War I, many new churches were organized and older ones increased in size. Some of the secular organizations founded to improve the condition of Negroes were:

A. The Prince Hall Masons. This Masonic order was organized by Prince Hall. It provided death benefits and financial aid to widows and orphans.

B. During the slave period there were numerous Abolition Societies and stations of the "underground railroad" to aid fleeing slaves.

C. In 1909 the N.A.A.C.P. was founded. This organization has led in the struggle for full citizenship for American Negroes.

D. In 1910 the National Urban League was organized in New York. The purpose of the League was to improve employment opportunities for Negroes and to help them adjust to urban life.

E. In 1957 the Southern Christian Leadership Conference was organized to aid in the struggle for full civil rights.

V. Cultural Background - Egyptologists have long been aware of Negro influence within that ancient "cradle of civilization". The Nile River which continues to give the modern Egyptian state its life blood undoubtedly carried Negro tribesmen from the Nubian desert and Ethiopia northward to slavery and, later, to sovereignty. At least one Negro Pharaoh, Ra Nahesi, is known to have occupied the Egyptian throne, and during the second millennium before Christ, Negro officials served in positions of responsibility and honor in the Egyptian government. Nefertari, the wife of Ahmose I and co-founder of the Eighteenth Dynasty, has been portrayed as a Negro woman of extraordinary beauty and exceptional administrative ability. During the eighth century before Christ, Ethiopian control over Egypt was established and it lasted for almost a century until the time of the Assyrian conquest. Ethiopia, in fact, preserved much of Egypt's culture following this period and in this respect duplicated the historic role of Rome with regard to Greek culture.

The West African Kingdoms: Ghana, Melle, Songhay

During the past few decades substantial progress has been made in uncovering the history of West Africa prior to the period of the European slave trade and colonization. Much of this history is the story of three kingdoms - Ghana, Melle, and Songhay - each of which developed and transmitted distinctive cultural traditions.

Among the early Negro states to arise in West Africa, and the first for which extensive records exist, was Ghana. Although Ghana was populated by several ethnic groups, Negroes predominated and exercised political power throughout its history. Much of Ghana's known history occurred between the fourth and the eleventh centuries of the Christian era, but its founding probably took place before that era began. When the kingdom reached the height of its power during the reign of Tenkamenin in the eleventh century, its political institutions resembled those of the European monarchies of the seventeenth century more than the feudal states which characterized European government at that time. An essentially agrarian economic system prevailed, and an elaborate system of taxation was used to support the king and the bureaucracy. Ghana's foreign trade was extensive by the eleventh century, and its merchants were known in such distant places as Baghdad and Cairo. As Islamic influences increased among its ruling classes, trade with other Islamic peoples grew proportionately. In 1076, however, a band of fanatical Mohammedans, the Almoravides, invaded Ghana and the religious strife that followed undermined the kingdom. Economic declines and droughts ended Ghana's power and prestige by the thirteenth century.

Melle, another Negro kingdom in West Africa, came into prominence with Ghana's decline, and it flourished until the fifteenth century. Here, too, Islamic cultural influences were strongest among the ruling groups, and although the economy was also agrarian, the people of Melle became renowned for their weaving, construction, and mining.

Songhay, the Negro kingdom which had subjugated most of West Afrida by the time of Columbus' first voyage to the New World, probably achieved the greatest political and economic progress of all the kingdoms in that area. Since Songhay was an Islamic state, the administration of justice was based on Koranic law. Banks, commercial credit, and uniform standards of weights and measures were well-developed economic institutions in Songhay, while schools were everywhere established and supported. At the University of Sankore, Arabic, geography, Sudanese literature, law, and surgery were studied. Songhay's greatest period was during the reign of King Askia Mohammed (1493-1529), and its decline, initiated by a period of civil war, was hastened and completed by the hostilities and ultimate triumph of Moor invaders from the North. There were numerous lesser states in West Africa in addition to Ghana, Melle, and Songhay; among these were the confederations of the Mossi and Hausa States, which were powerful enough to escape the domination of Melle and Songhay, and which were able to maintain sufficient strength to resist Islamic and European control until the nineteenth century. The lack of adequate historical information and the migratory habits of many of the cultural groups makes it difficult to reconstruct the history of the African states below the equator, although sufficient archaelogical and anthropological evidence exists to conclude that advanced cultures developed in many areas of Central and South Africa.

Within the agricultural economies of early Africa, land ownership was an important aspect of economic affairs and vital to prosperity. Typically, land was owned by the community rather than by the individual, and even where individual use was granted, it frequently reverted back to the community if the land was abused or if its owner was no longer able to work it.

Although the African economies were essentially agrarian, arts and crafts were widely practiced and constituted an important aspect of economic life. Basketry, weaving, pottery-making, woodwork, and metallurgy were particularly well-developed, and the art work used to decorate these products, as well as that created for religious and aesthetic purposes, indicates the development of considerable artistic skill and high standards of achievement. African art objects are universally prized today and have influenced contemporary art styles and techniques.

Elsewhere in Africa somewhat simpler political systems developed, In East Africa, for example, a fairly extensive form of republican government emerged in which the people, separated into a number of age-groups, were assigned specific rights and responsibilities. Political authority here was vested, not in an hereditary ruler, but in the group which was second from the top in the age-group hierarchy, the top group consisting of elders and advisers who exercised no political power at all. Even in the lesser states of Africa, kings ruled by consensus, and the powers of the hereditary royal family were circumscribed by those of an electing family, which chose the royal successor, and an enthroning family, which could delay or prevent the king-designate's actual accession to the throne. Local headmen within clans or kinship groups enjoyed leadership and some prestige but not authority, since this was vested in a council of elders or family heads. Political institutions in Africa thus featured considerable division of authority and a wide variety of forms, and Negroes brought with them to the New World, political experiences of every type and complexity.

(For detailed treatment see The Negro in American History, Curriculum Bulletin No. 4, 1964-65 Series, New York City Board of Education. Also, Cohen and Logan, The American Negro, Houghton Mifflin, 1967.)

The Polish People

After a series of partitions between 1772 and 1796 the Polish national state disappeared from the map of Europe for more than a century. The Polish people found themselves under the domination of Prussian, Austrian and Russian rulers.

I. Although there were Polish settlers in the colonies the significant Polish migration came at the end of the 19th century and the first three decades of the twentieth century. The most compelling reasons for Polish migration to the United States were economic.

  A. Absentee landlords, high rents and taxes made the lot of the Polish peasant very difficult.

  B. It was extremely difficult for Polish farmers to make economic advances.

  C. In Russian-Poland the government's efforts at "russification" drove many Polish people from their homeland.

II. Polish immigration to the United States, in significant numbers began rather recently. In the decade 1920 to 1930 approximately 223,000 people of Polish origin entered the United States.

III. The Polish immigrant was faced with the problems of language, the change from rural to urban life and a new wave of "nativist" sentiment. The bulk of Polish immigrants came during the period of prosperity following World War I. Many found jobs in the factories, slaughterhouses, steel mills and mines in industrial centers like Chicago, Detroit, Buffalo and to a lesser extent New York.

It is interesting to note that about one-fifth of the Polish immigrants turned to agriculture. This was unusual among the later immigrant groups. Polish farmers reclaimed abandoned farms in many parts of the country and brought them back into useful production.

IV. Among the early Polish immigrants the bond of Polish nationalism acted as a unifying force. In the process of immigration a large part of their traditions and folkways was lost or profoundly altered. This was especially so when the immigration was to an urban area. A few of the ways by which shreds of the old culture persist in the new situation or setting are:

  A. Survival of language - data reveals a remarkable tenacity in the use of the native language. This is encouraged by community agencies.

  B. Activities that pertain to ancient customs associated with religious rites that find expression at weddings, funerals or on other occasions such as seasonal religious holidays.

V. The Polish people have from earliest times contributed to the growth of America.

A. During the Revolution, Pulaski and Kosciusko contributed their military skills and gallantry to the Revolutionary cause.

B. Polish laborers provided manpower for an expanding economy.

C. Citizens of Polish descent served in all of the armed services.

D. In state and local politics many Americans of Polish descent have served with distinction.

VI. Life in the United States differed greatly from life in Poland. The new immigrants felt a need for organizations which would provide social, cultural and financial aid to their fellow countrymen. They established innumerable social and cultural organizations, including the Polish National Alliance, the Polish Roman Catholic Union, and the Polish-American Congress, all with headquarters in Chicago.

By 1950 there were about 800 Roman Catholic Polish parishes. The number of Polish-language schools and publications, although tending to decline, remained large; in 1950 there were 600 primary schools with 300,000 pupils and 20 higher schools. Out of a total of 96 Polish periodicals appearing in the United States there were 9 daily newspapers.

VII. Cultural Background

Polish culture is distinguished by its 1000 year adherence to Roman Catholicism; and consequent centuries of association with Western European culture.

The Poles have contributed richly to the arts, sciences and scholarship of the world and many have won world-wide fame.

music - Chopin, Frederic
Paderewski, Ignace
Szmanowski, Karol
Rubinstein, Artur

literature - Mickiewicz, Adam
Reymont, Wladyslaw Nobel Winner
Sienkiewicz, Henryk Nobel Winner

science - Copernicus, Nicolas
Lukasiewicz, Jan
Curie, Marie Sklowdowska

Tadeusz (Thaddeus) Kosciuszko and
Kazimierz (Casimir) Pulaski are heroes in both Polish and American history.

THE PUERTO RICAN PEOPLE

Puerto Rico is a roughly rectangular island, 1,600 miles southeast of New York. Its territory includes three smaller islands, Vieques, Culebra and Mona. The climate is sub-tropical. Puerto Rico became a U. S. possession as a result of the Spanish American War.

1. Internal migration in the U. S. has generally been a rural to urban movement. The lures of more lucrative employment and greater cultural and educational opportunities which were to be found in the cities were compelling attractions.

   A. Overpopulation has been a great spur to Puerto Rican migration. The population density of Puerto Rico is 687 persons per square mile. The population density on the U. S. mainland is 51 persons per square mile.

   B. The primarily agrarian economy cannot provide sufficient employment for the labor force. In 1960-1961 more than 11.1% of the labor force was unemployed. Many of these unemployed people came to the U. S. seeking work.

   C. Many Puerto Rican soldiers who served in the U. S. during World War II decided to take advantage of the greater opportunities offered by the mainland.

   D. The cheap rapid air travel also encouraged immigration.

II. Puerto Rican migration to the mainland correlates closely with economic activity. During periods of recession, such as in 1957 and 1961, there is a sharp drop in migration.

Year	Net Migration to U.S.	to N. Y. C.
1909-30	1,986	
1931-40	904	
1945	13,573	
1946	39,911	
1947	24,551	
1948	32,775	
1949	25,698	
1950	34,703	29,500
1951	52,899	42,300
1952	59,103	45,500
1953	69,124	51,800
1954	21,531	16,100
1955	45,464	31,800
1956	52,315	34,000
1957	37,704	22,600
1958	27,690	17,000

Year	Net Migration to U.S.	to N. Y. C.
1959	29,989	18,000
1960	16,293	9,600
1961	1,754 Net Outflow	-
1962	10,800	6,500
1963	5,479 Net Outflow	-
1964	1,370	822
1965	16,678	

III. The unskilled agricultural laborer entering an industrial center is faced with many problems of adjustment even in a racially homogeneous situation. The Puerto Rican migrant faced, and faces, these and other problems.

A. Most Puerto Rican immigrants cannot speak English.

B. Most Puerto Rican migrants are unskilled laborers. The lack of salable skills plus the inability to speak English limit the migrant to menial, low-paying jobs.

C. Because of the housing shortages and discrimination unscrupulous landlords demand exorbitant rentals for substandard housing.

D. Securing an adequate education was a problem for some Puerto Rican children in the late forties and fifties. The enrollment of Puerto Rican children in the city's schools rose from 24,350 in 1947 to 146,430 in 1959. The schools were not equipped to handle this influx of largely non-English speaking children.

E. Racial prejudice is particularly galling to the Puerto Rican immigrant. Restrictions based on racial considerations are not as common in Puerto Rico. The Puerto Rican identifies himself culturally or ethnically rather than racially.

F. The Puerto Rican immigrant is the victim of many stereotypes and misconceptions. Some of them follow.

1. "They created slums". Slum dwellers are estimated at 20% of the population, and Puerto Ricans make up about 5% of the population. There were three times as many non-Puerto Ricans as Puerto Ricans living in slums.

2. "Puerto Ricans come to N.Y.C. to go on welfare." Data from the N.Y. Dept of Welfare reports that 85-95% of the Puerto Rican population of the city is self-supporting. During the recession preceding Korea 14% were reported to be on Welfare; after April 1957 11%; during periods of prosperity 5 to 6%.

3. "Puerto Ricans contribute more than their share of delinquents." They contribute just about their quota, according to official estimates. An article appearing in Time June 23, 1958, claims that Puerto Ricans who form about 8% of the population contribute slightly more than 8% to the crime rate.

4. "All Puerto Ricans are colored". Some are, some are not. The United States Census classifies the people of Puerto Rico as 79.7% white and 20.13% non-white. The 1950 census showed that 7.7% of the persons of Puerto Rican birth living in the U. S. to be non-white. Census figures also show that fewer non-whites come to the U. S. from Puerto Rico than whites.

G. The cultural differences at times create conflicts with mainland groups. An activity, such as playing dominoes on the street is perfectly acceptable in Puerto Rico; in many mainland communities it is considered objectionable.

IV. The recent waves of Puerto Rican immigration have had significant impact on our mainland society.

A. There has been an increased public interest in Latin American culture such as food, music and dance.

B. There has been increased enrollment in Spanish classes in our public schools.

C. In time of war Puerto Rican soldiers have made notable contributions. In World War II over 65,000 Puerto Rican men served in the armed forces; in the Korean War 91% of the 43,434 Puerto Rican men who served were volunteers.

D. In the area of race relations Puerto Ricans living on the mainland may well influence the thinking of their neighbors in terms of the development of better interracial relationships.

E. Puerto Ricans in our labor force, especially in New York City, profoundly affect the production of goods and services. They also form a large segment of the consumer market.

F. Puerto Ricans have begun to take an effective part in our political life. Carlos Rios is a Manhattan Councilman, Herman Badillio is Borough President of the Bronx, Manuel Gomez and Felipe Torres are judges.

G. Many Puerto Ricans have made contributions in the arts, industry, sports, business, the professions, and politics. Jose Ferrer and Juano Hernandez are actors of international reputation. Graciela

Rivera is a singer of note. In the major leagues Ruben Gomez, Juan Pizzaro and Jim Rivera are only a few of the outstanding players from Puerto Rico.

V. Impact of America on the Group

A. The strongly patriarchal family system is weakening. Economic necessity has forced many Puerto Rican women to work; in some cases she becomes the chief breadwinner. This tends to undermine the authority of the father.

B. Women because of their earning power and the example of their North American neighbors are gaining new respect and status and playing a more important role in community social life.

C. An unfortunate result of acculturation is the increase of color prejudice among Puerto Rican people.

D. The development of anti-social gangs took place among urban Puerto Rican youngsters. Such gangs were unknown in Puerto Rico.

VI. Highlights of its Historical Development

1. Puerto Rico was discovered by Christopher Columbus on his second voyage to the New World, on November 19, 1493. The Indians called the island Borinquen, but he named it San Juan Bautista (which today is the name of its capital). Quanica, the name of the town on the west coast of the island where this landing supposedly took place,is the only part of the United States where Columbus actually landed.

2. It was not until 1508 that conquest and settlement took place under the leadership of Juan Ponce de Leon, some 100 years before the English settled in Jamestown in 1607. The first settlement was near the site of San Juan today, the oldest city flying the American flag. History reports that this was a peaceful occupation because of the unaggressive nature of the Arawaks. As early as 1544 it was reported that these Indians as a distinct ethnic group were fast disappearing. Unaccustomed to working in mines, great numbers died. Others fled to the mountains or neighboring islands. However, we can still find traces of this Indian past in the physical features of some Puerto Ricans of today.

3. From the earliest times Puerto Rico was valued by its mother country Spain for its strategic position. It was used by Spain as a supply depot for its expeditions to and from the other possessions and as a defense outpost to protect its shipping and insure the stability of its empire.

   a. This strategic importance was likewise recognized by the English, the French and the Dutch, all of whom engaged in a series of attempts to take the island away from Spain, from 1528 to as late as 1797. England succeeded in occupying San Juan for five months in 1598, but finally had to withdraw because disease was decimating her men.

   b. It was in order to protect San Juan and its excellent port from attack that Spain decided to build a wall and series of forts around it. Names were given to these fortifications - La Fortaleza, El Morro, San Cristobal - all major tourist attractions today.

4. Because of the decimation of the Arawaks alluded to above, early in the 16th century Negroes were brought in as slaves. Manumission of slaves appears to have been common from the outset, a fact which motivated slaves from neighboring islands to flee from their masters and seek sanctuary in Puerto Rico.

   a. From about 1850 the sentiment in favor of abolition grew and in 1868 children born of slaves were freed.

   b. Slavery was abolished in 1873, without reported incidents. Vagrancy laws at that time were rigidly enforced to prevent a drastic reduction in the labor supply.

   c. To the law freeing slaves was added the stipulation that slaves were to remain with their former owners for three additional years.

5. During its first three centuries under the rule of Spain, Puerto Rico's economic development was practically nil. By the 18th century it was trading more with Spain and the Spanish West Indies. Coffee was its most important export crop then. It wasn't until 1815, when the trading policy was liberalized and the island was allowed to trade with the United States, Europe and South America, that it started becoming aware of its great agricultural potential. The amount of land under cultivation increased, with a greater proportion of the land being devoted to export crops.

6. Population expanded rapidly during the 19th century:

   a. The Cedula de Gracias of 1815, in addition to opening foreign ports to the Puerto Rican trade, also permitted foreigners of the Catholic faith to settle in the island.

   b. Many royalist refugees from the Latin American revolutions sought haven there.

7. The economic activity of the 19th century contributed to the rise of an important and powerful class of merchants, professionals and wealthy local planters. This group assumed an important role in the

struggle for greater political freedom. This national consciousness opposed to Spanish rule was evidenced by:

a. The rebellion by slaves in certain sections of the island (Vega Baja and Ponce).

b. The Insurrection at Lares in 1868(Grito de Lares) an example of rebellion against autocratic rule.

c. Participation in Cuban revolts.

d. Activities of leaders, such as Hostos, Betances, Baldorioty de Castro, Luis Munoz Rivera today hold prominent places in the historical development of Puerto Rico towards freedom.

8. A Charter of Autonomy was obtained by Luis Munoz Rivera (father of the Governor of Puerto Rico, Luis Munoz Marin) from Spain in 1897. This charter granted the island "dominion status" and allowed it a much more powerful elected legislative body.

9. Very soon after the Charter was proclaimed, General Miles and his United States Contingent landed near Guanica, on July 25, 1898, to plant the American flag on Spanish soil. Under the provisions of the Treaty of Paris, following the cessation of hostilities on August 13, Puerto Rico was ceded to the United States. The Commander of the American forces and subsequent governors ruled as autocratically as Spain had.

10. In 1900 under the first Organic Act (known as the Forakar Act) a civil government was instituted (less democratic in form than provided in charter secured from Spain in 1897). With the exception of the members of the lower house of the legislature, which was elected, Washington took over all political activity, from the appointing of the governor and the key official of the executive branch to the naming of the members of the upper house of the legislature and the justices of the Supreme Court.

11. As result of persistent requests for more autonomy in government, this act was amended in 1917. The name of this new Organic Act was The Jones Act. Its most important provision was the granting of citizenship to the Puerto Ricans. It liberalized the political structure to the extent that they could now elect members to both houses of the legislature.

12. Puerto Rico started toward self-government when in 1947, Congress passed a resolution allowing Puerto Ricans to elect their own Governor. On January 2, 1949, Luis Munoz Marin, the first elected governor, took his Oath of Office.

13. According to the Constitution of 1952, Puerto Rico is now neither a state nor an independent country. It is a Commonwealth, an associated free state to use the literal translation of "Estado Libre

Asociado", a "new concept in government" as it has been described by political scientists. Insofar as local affairs are concerned, it governs itself like a state, except that it has no representation in Congress, and its citizens may not vote for President. (There is a Resident Commissioner in Washington representing the interests of the Puerto Rican Government, but he has no vote). It does not pay federal taxes, an obvious advantage. Washington exercises some of the authority it does over a state. However, its revenue and customs money goes into the insular rather than the Federal Treasury.

14. There have been repeated protests from certain segments of the population for greater political autonomy, if not outright independence. On the other hand, a larger group seeks to have Puerto Rico become the fifty-first state. But the great majority of the Puerto Ricans have supported the party of former Governor Luis Munoz Marin and its concept of the Commonwealth.

15. The United States has contributed much to help Puerto Rico on the road to a higher standard of living. Although per capita income is about one half that of the poorest state in the U. S., it is the second highest in Latin America.

The migration to the mainland has helped with the problems of overpopulation and lack of employment in Puerto Rico. But the migration has had undesirable as well as desirable effects in Puerto Rico.

The Swedish People

Of the Scandinavian groups in the United States the Swedish is the oldest and largest. Since 1638, when a colony called New Sweden was founded on the South River, later renamed the Delaware, the Swedes have helped populate and develop America. When William Penn landed at New Castle, Delaware, in 1682, he found a fully organized community that was almost entirely Swedish. It had farmhouses, roads, mills, churches, schools, and a local government. "He did found the city of Philadelphia and some other places but not the colony as such - - he merely changed its name."

Before the middle of the 19th century a new wave of Swedish settlers began to flow across the Atlantic toward the undeveloped farmlands of the Middle West. Between the Civil War and the First World War over one million persons born in Sweden entered the United States, and, with the exception of the deep South, outside of Texas, they gradually penetrated every part of the Union.

Whether of the early stock or of the more recent immigration, the great majority of the Swedish people came to America because they were poor, rather than because they were oppressed, either religiously or politically.

During their first years most of the immigrants had to work as day laborers, farm hands or domestics, but as they learned English, saved a little money, and acquired some manual skill or were educated for higher occupations, they became farmers, mechanics, businessmen, engineers, teachers, ministers, lawyers, doctors, and public officeholders. Native born of Swedish descent citizens have been elected legislators, state officials, and even governors. Their sons have been officers in the Army, Navy, or Air Force, Congressmen, Senators, diplomats, and Cabinet members.

Swedish people must have heard rumors, as Columbus had, of the discovery of land west of Greenland by Norwegian seafarers about 1003 A.D. When Columbus discovered the West Indies in 1492 Sweden was ruled by the same King as Denmark and Norway. In 1514 the Swedish people deposed Christian II and elected Gustav Vasa as King of Sweden. By the middle of the 16th Century the Vasa Dynasty began an era of expansion. King Gustavus Adolphus noted the profits being made by the Spaniards in the exploitation of America and decided to charter a Swedish Company.

In Sweden Peter Minuit, First Governor of New Amsterdam, assisted in reorganizing the South Seas Company and preparing two ships for the trip to America. By March 1630 they arrived in what is now called Delaware Bay and proceeded up river to what today is known as Wilmington, Delaware.

After exploring the vicinity Peter Minuit made a trade with the five Indian Chiefs for the land on the west bank of the South River. In the deed the buyer was designated as the Swedish Florida Company. The land was called New Sweden.

The expansion of New Sweden alarmed the Dutch at New Amsterdam. The Dutch under Peter Stuyvesant conquered several Swedish ports. Never again did Sweden attempt to colonize across the Atlantic. All future Swedish settlers came as individuals and accepted whatever authority was already established.

To Colonial America, the Swedish people had contributed the first permanent settlements in the Delaware Valley; they had established a small but well-managed colony, free from slavery and based on a friendship with the Indians. They brought over the first Lutheran ministers, built the first churches, the first flour mills, the first shipyards, built the first log cabins, and made the first detailed map of the region, set up the first organized government and had introduced both the court and jury system.

The Swedes published several books. The first GEOGRAPHICA AMERICANA by Peter Lindestrom 1654 described the Lower Delaware Valley. Another in 1702, A SHORT DESCRIPTION OF THE PROVINCE OF NEW SWEDEN edited by Johan Campanius Holm kept the people in Sweden and other parts of Europe informed about developments in America. In the middle of the 18th Century two other books TRAVELS IN NORTH AMERICA 1748-51 by Peter Kalm a Swedish-Finnish naturalist and A DESCRIPTION OF THE SWEDISH PARISHES ON THE DELAWARE by Rev. Israel Acrelius appeared.

Among the signers of the Declaration of Independence was at least one descendant of the original Swedish colonists, John Morton (1727-1777) of Pennsylvania, while John Hanson (1715-1783) of Maryland, was elected in 1781 "President of the United States in Congress Assembled" after the adoption of the "Articles of Confederation."

By the middle of the 19th Century small groups of Swedish immigrants had settled in Texas, Illinois, Wisconsin, Western New York and New York City and Philadelphia. The peak of Swedish immigration came in 1882 when 64,607 arrived and in 1888, 54,698. This new wave continued to flow from New York to the Middle West, Michigan, Minnesota, Wisconsin, Indiana, Illinois and Iowa.

Some Guidelines For Lessons

The plans in this section are presented in the simplest possible form. They should be seen as guidelines to help direct the thinking of the teacher. The extent to which they are adapted, revised or elaborated are up to the individual teacher. Before using the material he should consider the following:

a. Has he established sufficient rapport with the class to discuss what may be a highly emotional topic?

b. Is he sufficiently familiar with the necessary background material?

c. Is the class prepared for the discussion?

d. Is the lesson a natural outgrowth of some prior incident or discussion?

e. Does the question posed by the lesson have pertinence and immediacy?

f. Do the children see the direct relationship between the lesson and the prior incident or discussion?

g. Has the teacher prepared some definite, meaningful followup activity?

h. Has the teacher adapted the material to an appropriate level for the class?

Lessons of this type, if they are to be meaningful, must never become routine. It is necessary that the teacher employ the widest range of activities and techniques. In certain instances the developmental lesson might be of little value; a panel discussion or an outside speaker might be more effective. A variety of activities will be discussed in a later section.

Aim: How was America Built?

Possible Approaches:

1. Who were the first American settlers?
2. Why did settlers come to America?
3. How did all of the different groups contribute?
4. Why are some contributions better known than others?

Suggested Content:

1. a) Some ancestors of the American Indians came to North America about 15,000 years ago.

   b) In 1508 the first Spanish settlers came to Puerto Rico.
   c) English settlers came to Virginia in 1607.
   d) The first ancestors of American Negroes arrived in Jamestown in 1619.
   e) By the time of the Revolution about one third of the colonists were of Irish descent.
   f) Germans, Swedes, Finns and Poles were all living in North America by the time of the Revolution.

2. They came for:

   a) economic opportunity
   b) greater religious freedom
   c) greater political freedom
   d) adventure
   e) slaves and indentured servants came involuntarily

3. All of the groups contributed to America as laborers, soldiers, inventors, writers, artists, musicians and political leaders. (Note: Teacher may give outstanding examples.)

4. Some contributions are better known because:

   a) they were more important than others
   b) they were more dramatic, they attracted more attention
   c) some were left out of most history books for a long time.
   (Note: Teacher should give examples)

Suggested Outcomes:

1. Why can we call the building of America an example of interdependence?

2. Although some contributions were more important than others, why were all important?

Suggested Problems:

1. Find some little known but important contributions by groups and individuals.

2. Why is it important to be aware of the contributions by all groups of American citizens?

Aim: What is an American?

Possible Approaches:

1. What does an American look like?
2. What language does an American speak?
3. What is an American's favorite food?
4. What is an American's religion?
5. Where does he live?
6. Why is it impossible to describe an American unless we know who he is?

Suggested Content:

1. In addition to being short, tall, fat or thin, an American is a human being.

2. Most native born Americans speak English; others may speak Indian languages, Spanish and French. Many naturalized Americans speak Chinese, German, Hungarian, Greek and other languages.

3. An American may be a Jew, Protestant, Catholic, Moslem, Hindu or he may have no religion.

4. An American's favorite food probably depends on his ancestor's native land. What's the favorite food in your home?

5. Americans live all over the world, Puerto Rico, the Canal Zone and in foreign countries.

Suggested Outcomes:

1. Why should we know more about other Americans?

2. In spite of the differences how are Americans alike?

3. How do the differences make our country a more interesting place?

Suggested Problems:

1. What are some problems of different groups in America?
2. What are some things that can be done so different groups understand one another?

Aim: What is Democracy?

Possible Approaches:

1. Why is majority rule not always democratic?
2. What do people need to make a really democratic decision?
3. What are the rights and responsibilities of the majority and minority?

Suggested Content:

1. The things that the majority want may be illegal, unfair and harmful to the minority. (Teacher should give a concrete example e.g. "If the class voted ten to one to make John run up and down the stairs twenty times, why wouldn't that be a democratic decision?)
2. Things needed to make a democratic decision are:
   a. respect for the rights of the minority
   b. enough information
   c. the ability to separate fact from propaganda
   d. the ability to reserve judgment, not make a decision until you know the facts
3. The rights of both groups are:
   a. all constitutional guarantees
   b. human and civil rights

   The responsibilities of the majority are:
   a. to deal fairly with the minority
   b. respect the wishes of the minority when they do not conflict with the general good
   c. guarantee the minority all the rights, privileges and protection enjoyed by the majority.

   The responsibilities of the minority are:
   a. to try to convince the majority.
   b. to change laws that are unjust.
   c. to fulfill their responsibilities as members of the group.

Suggested Outcomes:

1. Why must good citizens think about their responsibilities as well as their rights?
2. What are some individual responsibilities of good citizens?

3. Why is it important for good citizens to exercise their rights such as voting and jury duty?

Suggested Problems:

1. How can we develop more democratic behavior?
2. How can democratic behavior help us to get along with one another?

Aim: What is our neighborhood and who are our neighbors?

Possible Approaches:

1. We don't only live on our street. Where else do we live?

2. Who are our friends?

3. How is it possible that people we may not know may be our friends?

4. Why is it good to learn more about our neighbors?

Suggested Content:

1. Our street, section, borough, city, country, the world.

2. Our friends are:

   a. people we like and people who like us
   b. people we help and people who help us
   c. people who like and want the same things
   d. people we feel comfortable with
   e. people who make us happy

3. Some people who help us make our lives better we never get to know. Who are some of these people?

   a. sanitation men, policemen, firemen,
   b. Dr. Jonas Salk - developed polio vaccine
   c. Dr. Charles Drew- developed processing of blood plasma

4. a) To learn how people are different.
   b) To learn how people are the same.

Suggested Outcomes:

1. Why have our neighborhoods become larger and larger?
2. Why should we get to know our distant neighbors?
3. How can we become better neighbors?

Suggested Problems

1. What do we know about our neighbors in Puerto Rico?

2. What do we know about our Chinese neighbors?

Aim: Why do they riot?

Possible Approaches:

1. What is a riot?
2. Who are the people who riot?
3. Why do people riot?
4. Why are riots a poor way of protesting?
5. How is a riot different from a demonstration?

Suggested Content:

1. When a large group of people act together to protest a situation and their behavior becomes illegal and destructive, it becomes a riot.

2. At one time or another, many groups in this country have been involved in riots; sometimes they were the rioters, sometimes they were the victims.

3. People riot for many reasons:

   a. poverty
   b. fear of losing jobs
   c. a feeling that they are being treated unjustly
   d. race prejudice
   e. religious prejudice
   f. lawlessness
   g. some people are easily influenced by crowds

   The teacher should point out that riots are not a new thing in American history.

   Some examples that may be cited are:

a. Anti-Irish - Broad Street Riot,	Boston	1832
b. Bread Riots	New York	1837
c. Anti-Catholic Riots	Philadelphia	1844
d. Draft Riots	New York	1863
e. Anti-Chinese - San Francisco Riot		1877
f. Anti-Italian	New Orleans	1890
g. Republic Steel Riot (Labor)	Chicago	1937

4. Riots as a means of protest attempt to solve problems, but actually they raise new problems because:

   a. there are laws and courts to settle disputes
   b. a riot does not solve the problem
   c. in our system, people have a right to compete for jobs
   d. the rights of all people are the same regardless of race or religion
   e. innocent people are hurt
   f. property is destroyed
   g. easily influenced by crowds
   h. riots alienate many supporters of the protest

Suggested Outcomes:

1. Why do people riot?

2. Why is force a poor way to settle a dispute?

3. How have economic conditions contributed to riots?

4. Why must all citizens respect and obey the law?

Suggested Problems:

1. Why do some groups in this country feel mistreated?

2. What can the government (local, state, federal) do to prevent riots?

3. What is the role of the local police?

4. What can the individual citizen do to prevent riots?

Activities

There is the need for a variety of activities and approaches. It is hoped that the activities discussed in this section will provide stimulation for teacher and pupil. Not all activities will be suitable for every group or teacher. The teacher should adapt or improvise to the extent that he considers necessary.

1. RESOURCE PEOPLE

In a class with children of varied ethnic backgrounds, many of the parents may have fascinating jobs, backgrounds or adventures to relate. The teacher should canvass the class to find out if there are parents who are willing to speak to the class. With this information the teacher can build a file of parents who can serve as resource people.

In addition to parents various civil and fraternal groups will provide speakers and slides or film strips. Foreign exchange students are often willing to come to schools to discuss their countries. These students often provide insights that no text can provide.

A resource person who is often overlooked is the teacher next door or down the hall. This colleague may have a rich background of information garnered from study or travel.

A reminder: Before any outsider is invited to address a class, the permission of the principal must be obtained.

2. BUZZ GROUPS

The "buzz group" is an impromptu committee made up of children sitting near one another to discuss a problem for a limited time.

Even if the problem raised is one unrelated to inter-group relations, the informal exchange of ideas and the formulation of an answer arrived at by the group provides for intimate personal exchange not provided for in a large group discussion.

3. PEN PALS

The use of "pen pals" is not new but the teacher may give it a new "wrinkle" that may strengthen self image and foster inter-group relations. After some discussion of "pen pals" the teacher should provide a list of pen pals from various areas that correspond to the ethnic backgrounds of his class. The children should be permitted to choose any area they desire without prodding by the teacher.

4. GROUP TRIPS

Very often when on a trip, classes from widely separated areas of the city come into contact. The children stare and sometimes the teachers talk. This is an opportunity to establish new contacts between schools. The teachers might arrange for the groups to have lunch together and plan another trip for a future date. The opportunity to exchange ideas, materials such as school newspapers, albums and yearbooks, is presented.

5. SUPERMARKET

Is a man what he eats? Many people think so. In a class composed of children from various ethnic backgrounds, the teacher can bring in articles of food common to the various groups, the children should be encouraged to taste.

Some questions to be asked are:
a) Why do some things taste funny to us?
b) Why do people from different places like different things?
c) How do we know they're all good?

6. GREETINGS

Everybody says, "Good Morning", but in different places it's said differently. It's fun to learn to say it in many different ways.

In a class with children of diverse backgrounds, the teacher may ask the children to find out how their grandparents or great grandparents said, "Good Morning". The teacher should check among her colleagues to fill in gaps and to add unfamiliar ways of saying "Good Morning".

7. IN THE NEWS

There are 57 different foreign language newspapers published in New York. Any story of major importance is usually headlined in all of the papers. The day after an election or a moon shot the teacher may ask children to bring in any foreign language newspapers from home. The teacher may also bring in a few. The headlines on the front pages may be placed on the bulletin board. In a discussion of the bulletin board, the teacher should be able to elicit from the class the fact that Americans of all groups have the same interests.

A variation of this same procedure is to use ads for popular products from foreign language magazines. The point which may be elicited is that Americans of different backgrounds have certain tastes in common.

The teacher might ask, "Why are foreign language newspapers decreasing in number?"

8. CARTOONS

Laughter, like music, is a universal language. The teacher can collect foreign language cartoons from various sources. Using an opaque projector these cartoons can be shown to the class.

The cartoons should be discussed and interpreted. The children should write their own captions for the cartoons. After volunteers have read their captions the teacher should give the translation.

The followup discussion should point out that humor is common to all people.

9. ATHLETICS

Anyone for tennis, bocci, hurling, curling, soccer, cricket or jai lai?

Americans amuse themselves in many different ways that other Americans know very little about. Is cricket a silly game played by sissies? It may seem so if you don't know what it's all about.

The teacher can help his children find out what it's all about. Perhaps one of your children's parents plays cricket. You can ask him to come in and explain the game. The teacher might contact the Gaelic Athletic Association or the Italian American Congress or El Diario to ask if a representative could be sent to explain some of the other games. The teacher might arrange a trip to watch a match. Bocci courts are located in many neighborhoods in our city. Hurling, a fast, exciting game somewhat similar to field hockey, is sometimes played in Central Park. Soccer and cricket matches are held on Randall's Island.

Along with fun of watching the game, the children see that part of our American fun is diversity. As a followup the children may discuss similarities and differences in terms of our American sports like baseball and football.

10. SONGS

Folk and popular songs reflect the diversity of our population. Students may be encouraged to bring in popular and folk songs. In sophisticated groups it may be possible to trace the derivation of these songs.

With younger children the teacher may obtain records and tapes of songs from various ethnic areas that have become part of our culture. The children may be taught new songs in foreign languages. The class can choose a foreign song they like and write their own lyrics for a class song.

11. THE RUMOR CLINIC

This device may be obtained from the Anti-Defamation League. One child is sent out of the room and a picture is flashed on a screen for a few seconds. One of the members of the class describes the action depicted to the first child. This child in turn tells the class. The picture is again projected on to the screen so that the children may see the discrepancies between the description and the actual picture.

In the ensuing discussion the children should be helped to see the need for reserving decision until the facts are clear. The logical follow up is why do we see things in a certain way.

12. PREPARING A MURAL

A mural depicting an historical event or a city scene may be prepared by the class. The class as a whole may decide on the subject and choose a committee to execute the mural. This may be done in any subject class. The mural may be done in colored chalk on a rear chalkboard or on poster paper, sheets of oaktag or brown paper.

13. BOOK TALKS

The school librarian can be invited to the classroom to give a book talk on books related to inter-group relations.

14. BOOK DISCUSSION GROUPS

A volunteer panel may be asked to read a book and with the teacher prepare a panel discussion. Some suitable books are

Hill,	Catch a Brass Canary
Waltrip,	Quiet Boy
Sutton,	Weed Walk
Strachan,	Where Were You That Year?

During the panel discussion, children in the audience should take notes and prepare questions. The activity should be culminated with a question and answer period.

15. THE FIELD TRIP

Our city abounds in valuable educational resources. A visit to a fire house or a museum or historical site can be a valuable addition to classroom instruction. There are a number of things which can increase the educational value of the trip.

a. The routine arrangements such as consent slips and transportation should be handled well in advance.

b. The children should view a field trip as a pleasant educational experience. It should not be considered a picnic or an outing.

c. The duration of the trip should be governed by the attention span and physical stamina of the children. A morning or afternoon trip may be of much greater value than an all day trip.

d. A carefully planned trip is more enjoyable for students and teacher. If children are given specific things to look for a challenge is provided. An outline of things to look for and information to be sought may be prepared by the children in advance. The use of index cards for this makes it unnecessary for the children to carry books. The distribution and collection of the cards may be used as an attendance check.

e. Familiarity with the floor plan or ground plan of the place to be visited will help things go smoothly. It is helpful to know the locations of first aid stations, lavatories and water fountains.

f. If the trip involves considerable travel, it is good to have a number of heavy paper bags for cases of motion sickness.

g. An alternate lesson should be planned in case it is impossible to make the trip.

h. If the trip is for the entire day, provisions for lunch should be made.

i. Children should be discouraged from bringing too much money. Twenty-five cents is usually enough money.

j. The deportment and appearance of the children reflect on the teacher and the school. Suitable dress and acceptable behavior are musts. If there is any question of discipline or control a trip may not be of value.

k. The trip should be timed so that it does not exceed the length of the school day.

l. Culminating activities should be interesting and varied.

Materials

A multi-media approach provides for greater stimulation and enrichment. Coordination of the use of various types of media is an excellent technique. In this section we have listed the following media groups:

1. Printed materials
    Teacher and pupil bibliographies

2. Audio Visual materials
    a. Films
    b. Filmstrips
    c. Recordings
    d. Pictures

The bulk of the materials listed may be obtained through the Bureau of Libraries or B. A. V. I., Board of Education. Much of the other materials listed may be found in the local public libraries or obtained inexpensively from the indicated source.

The school librarian, A-V coordinator and the curriculum assistant assigned to the district are excellent resource people. They will provide additional information and material which may not be readily available to the teacher.

Two very important sources of instructional materials which are sometimes overlooked or under-utilized are daily newspapers and periodicals. Pictures taken from newspapers or magazines may be used with the opaque projector. Children may be encouraged to bring in appropriate pictures or post cards for the class viewing. This is much more effective than passing a picture around the class.

Transparencies reproduced on the Stenafax scanner may be used on the overhead projector. This is a particularly valuable device for discussions involving charts or graphs. The teacher, while facing the class, may make notes with a grease pencil on the transparencies which are simultaneously projected onto the screen.

Pertinent radio or television programs may be taped for use at a later time. These tapes may be stored indefinitely and erased when no longer of value.

Films and Filmstrips

Source: Anti-Defamation League of B'nai B'rith, New York City

	About People	63 frames
	Americans All	15 minutes
(T)	Boundary Lines	11 minutes
	Greenie	10 minutes
	Heritage	10 minutes
(T)	High Wall	32 minutes
	Homecoming	20 minutes
	House I Live In	10 minutes
	Irish Children - Rural Life in Western Ireland	11 minutes
	Letter from a Soldier	10 minutes
	New Americans	17 minutes
	Rabbit Brothers	31 frames
	Rumor	6 minutes
(T)	Salute to the American Theater	45 minutes
(T)	Segregation in Schools	28 minutes
	To Live Together	30 minutes

Source: Board of Education, New York City
Bureau of Audio-Visual Instruction.

	All the Way Home	30 minutes
	An American Girl	30 minutes
	Around the World in New York	13 minutes, color
(T)	Beyond the Valley	29 minutes
(T)	Boundary Lines	11 minutes
(T)	Brotherhood of Man	11 minutes

(T)	Can We Imminize Against Prejudice	5 minutes
	Cast the First Stone	42 minutes
(T)	Chosen People	27 minutes
(T)	Crisis in Levittown	30 minutes
	Dr. Ortiz Story	20 minutes
(T)	Face to Face	30 minutes
	Fiesta Island	15 minutes
	Folk Songs in American History	14 minutes
	Fourteenth Generation Americans	30 minutes
(T)	The High Wall	30 minutes
	The House on Cedar Hill	17 minutes
	Immigration in America's History	11 minutes
	It Takes Everybody to Build This land	21 minutes
	Let Us Break Bread Together	32 minutes
	Make Way for Youth	22 minutes
	A Morning for Jimmy	28 minutes
	Neighbors	10 minutes
(T)	The Newest New Negro	30 minutes
(T)	No Hiding Place	50 minutes
(T)	No Man is an Island	30 minutes
(T)	The Other Face of Dixie	53 minutes
(T)	Point of View #1 - Challenge to America: The Role of Education in Intergroup Relations	25 minutes
(T)	Point of View #2 - Challenge to America: Anti-Semitism in America	25 minutes
	Puerto Rico: Operation Bootstrap	18 minutes
	Puerto Rico: Showcase of America	18 minutes

(T)	Question of Chairs	45 minutes
	Rumor	6 minutes
	Sammy Lee Story	22 minutes
	School Children Around the World	25 minutes
	Segregation in Schools	28 minutes
	Spanish Influence in the United States	11 minutes
	Step by Step	22 minutes
	Story of a City	22 minutes
	Story of Dr. Carver	12 minutes
	This is Puerto Rico	28 minutes
	The Toymaker	15 minutes
(T)	Walk in My Shoes	60 minutes
	Who Are the People of America	11 minutes
(T)	Willie Catches On	25 minutes

Source: Association Films Inc. 347 Madison Ave., New York City

From the Outskirts of Hope	28 minutes
The Future Is Now	24 minutes
Golden Door	15 minutes
It's About Time	24 minutes
The Princess in the Tower	22 minutes

T - Denotes Teacher Training Film.

Recordings

Source: Folkways Scholastic Records, New York

- American Indian Dances
- American Negro Folk and Work Song Rhythms
- Anthology of Negro Poets in the U. S. A.
- As Long as the Grass Shall Grow
- Call of Freedom
- Caribbean Folk Music
- Children's Folk Songs of Germany
- Children's Songs of Spain
- Folk Music of Japan
- Glory of Negro History
- Israeli Songs for Children
- Italian Folk Songs and Dances
- Jewish Children's Songs and Games
- Music of the World's Peoples, 5 volumes
- Negro Folk Music of Africa and America
- Negro Folk Songs for Young People
- Negro Poetry for Young People
- Nueva York
- Paso a Paso
- Songs and Dances of Puerto Rico
- Songs of the American Negro Slaves
- Swedish Folk Songs and Ballads
- Traditional Irish Songs
- We Shall Overcome!
- West Indian Folk Songs for Children
- Who Built America?

Source: Board of Education, New York City
Bureau of Audio Visual Instruction

- Adventures in Negro History
- Call of Freedom
- Children Sing on Hannakah
- Folk Music of Southern Italy
- Forgotten Finca
- Glory of Negro History
- Great Negro Americans
- Irish Folk Songs
- Israel is Born
- Li-Lun, Lad of Courage
- Little Navajo Bluebird

Negro Folk Rhythms

Negro Folk Songs for Young People
Songs from All Around the World
Spanish Folk Music
Traditional Music of Ireland

Source: Bowmar Records, North Hollywood, California

Favorite Songs of Japanese Children
Folk Songs of Africa
Folk Songs of Latin America
Folk Songs of Many People
Latin American Game Songs
North American Indian Songs
They Came Singing

Source: Educational Music Guide. Capitol Records

Bit of Sweden
Folk Songs of the New World
Hong Kong!
Israeli Songs
Italy Dances
Music of Hungary
St. Patrick's Night in Dublin
Sounds of Old Mexico
Toshiba Singing Angels
Voices of the South

EVALUATION

A quantitative measurement in an area such as intergroup relations is impossible. In the child, the teacher must look for subtle changes in attitude and the behavior which reflects those attitudes. These changes in attitude may only come with disappointing slowness; in some cases all efforts may seem to have been in vain. Our belief is that with constant reinforcement we will achieve the desired effect.

The mental health aspect of intergroup relations is most important. The child who respects and understands his classmates and himself is better able to cope with the pressures and demands of our society. The child who has a favorable image has less need to strike out at the frustrations of poverty, deprivation and adolescence.

The teacher who feels sure of himself is less likely to be overly concerned with control. As the teacher gains new insights and tries new techniques, he will become more self assured. He will be a better and happier teacher.

The following situations have been faced by many teachers in our system. There is no single best answer but the teacher must respond.

The Situation	A. - What would be your immediate response? B. - What would be your follow up?
1. You notice that the children in your class tend to segregate themselves according to racial or religious groups in the school lunchroom.	A. B.
2. Religious Differences	
a)- A child comes to school on Ash Wednesday with ashes on his brow. Another child asks, "Why has he got that stuff on his head?"	A. B.
b)- During Passover a child brings a matzoh sandwich. Another child asks, "Why do they eat those crackers?"	A. B.
c)- In a class discussion a child asks, "Why do Jews wear skullcaps?"	A. B.

3. During a lesson a boy makes a comment in an exaggerated dialect. Some children in the class voice resentment.

A.

B.

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4. You overhear a student say, "At 3 o'clock we're going to get those niggers."

A.

B.

---

5. In a recently integrated school white pupil makes the statement, "It was better here before they came. Why don't they stay in their own schools?"

A.

B.

---

6. In a discussion of the Civil Rights law a pupil asks, "Why should somebody have to hire a guy just 'cause he's colored? Maybe he can't do the job."

A.

B.

7. After a just reprimand, a Negro child states, "You're picking on me because I'm colored."

A.

B.

---

8. A boy in your class states, "I guess some of them are all right but Negroes are dirty and always starting fights."

A.

B.

---

*

9. An interracial fight breaks out in your class while you are on hall patrol.

A.

B.

---

10. In picking partners for a trip you notice that children pair themselves according to ethnic or racial groups.

A.

B.

---

* Careful, this one may trick you.

Having examined himself, the teacher may wish to attempt some overall evaluation of his work in terms of the children's attitude and behavior. Some guidelines which might be used in such an evaluation follow.

1. In the classroom, lunchroom and playground, do the children still segregate themselves to the same extent?

2. What evidences are there of new inter-group contacts outside the school?

3. Have incidents involving members of different groups increased or decreased?

4. Has there been evidence of increased interest in and respect for other ethnic groups as indicated by

   a) items of interest brought to class
   b) questions raised
   c) suggestions for book reports, songs plays or skits

5. How do children in their drawings, compositions or reports show their awareness of the different groups and individuals that make up the school and community?

6. Do the pupils show an increased awareness and understanding of minority group problems?

TEACHERS' BIBLIOGRAPHY

It would be impossible to include all of the possible reference works available. An attempt has been made to choose those which are most important, readable and readily available. Most of the major works include detailed bibliographies which the teacher may consult for further references.

We have not included such standard reference works as multi-volume encyclopedias and almanacs.

As an aid to the teacher we have divided the bibliography into two broad areas: General and Specific.

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APPENDIX I

This portion of an article from the New York Times of August 9, 1964, should provide some interesting insights.

> "The ties of family, clan, house and tribe are all pervading. The tribe cares for widows, orphans, the sick and the aged. It never lets a fellow tribesman go hungry. At the same time, a member of a tribe enjoys a sense of belonging. He draws strength from the group.
>
> In return the individual owes absolute loyalty to his chief, who often is regarded as a holy figure embodying the spirit of the tribe. Such a chief must be a strong man without blemish, for if he weakens, so does the tribe. At one time, any king of the Jukuns was put to death if he spoiled his image by so much as coughing or sneezing in public.
>
> African chiefs are not absolute monarchs. They must act in conformity with the rigid customs of their tribes and observe traditions and taboos.
>
> Next to the chief in importance are the elders. In most tribes, a man is not allowed to counsel on important matters until he is about 40 years old. From then on, his opinions carry weight. At 50 he may take an active part in government and rituals, but men past 65, though revered, are considered too old to play vital roles in tribal affairs.
>
> While tribalism remains strong, it shows signs of changing with the times. In Nigeria, a tribe whose pride was wounded by its lack of national leaders didn't start war; it provided scholarship funds for promising youths. Other tribes followed its example."

APPENDIX II

Indian Myths May Bite Dust

By Tom A. Cullen
Newspaper Enterprise Assn.

LONDON- Contrary to popular belief, American Indians in the 16th century were not the naked and ferocious savages portrayed by history books. They were a handsome, gentle, even sophisticated people, according to a unique collection of drawings now on show here in London.

The drawings are the work of John White, who accompanied Sir Walter Raleigh's first colonizing expedition to Roanoke, Va. in 1585. They are the earliest known pictures of North American life by an English artist.

Now the property of the British Museum, the drawings will travel to the United States this autumn and will be shown in Washington and in New York.

When this collection is exhibited in America, some cherished illusions are due to bite the dust.

Fair Comparison

Take the early Indian squaws, for example. Critics here have been comparing them to the French beauties who flourished at the time of Napoleon, although it is generally admitted that the squaws wore fewer clothes.

The Indian women wore their hair in bangs on their foreheads similar to the hairstyles of the Empress Josephine. They also tended to bare their breasts, a habit popular with French Empire beauties.

As for the Indian braves, they had their hair crew cut, and were not too distinguishable from present-day American males. For one thing, they smoked pipes, although there was no cigaret scare in the 16th century.

Good Dancers

Tobacco was not the only crop they grew in their neat Virginia and Carolina villages. White's drawings show rows of corn, sunflowers and pumpkins.

The drawings also reveal the Indians as a graceful people. Their dances were stately and more like the traditional English Maypole dance than the warlike stomping usually associated with Indians.

The Indian medicine man depicted by White as imitating a bird is more like a figure from a Diaghilef ballet than the hideous-looking magician that lingers in the American mind.

Became Governor

In 1577, John White, who was born in Cornwall, England, had accompanied Frobisher in his attempt to find a Northwest Passage to Asia. His drawings of Eskimos on this trip brought him to Raleigh's notice.

White, an excellent draftsman, not only drew Indians, but made studies of North American birds, reptiles, fish and plants. In 1587 he was made governor of Roanoke. Virginia Dare, the first English child to be born in this colony, was his granddaughter.

Forced to return to England for supplies, White's efforts to relieve the colony were hamstrung by the preparations then underway against the Spanish Armada. It was not until 1591 that he returned to Virginia, only to find that the Roanoke colony had been dispersed, its inhabitants presumably killed by the Indians.

New York World Telegram and Sun
June 30, 1964

APPENDIX III

Immigrants Enrich Our Language

hors d'oeuvres
liqueur
omelette
ensemble
beret
corsage
parquet
chauffeur
hangar
ballet
delicatessen
pretzels
strudel
kindergarten
hinterland
liverwurst
sauerkraut
camel
kosher
sabbath
amen
leviathan
sapphire
fjord
yodel

shish kebab
halvah
yoghurt
scones
cheddar
llama
toffee
nougat
antipasto
pizza
spaghetti
casino
stanza
soprano
solo
piano
mesa
chocolate
potato
tamale
bronco
buffalo
corral
desperado
cosmos

tapioca
tornado
skiing
smorgasbord
maize
leprechaun
colleen
polka
mazurka
samovar
coolie
bolshevik
cashmere
pongee
borscht
blarney
kimono
obi
hara-kiri
sputnik
sheik
shillelagh
tomahawk
shenanigan
powwow

APPENDIX IV

Organizations

These are a few groups which cooperate with the schools in providing literature, speakers and materials.

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York, N. Y. 10022

Anti-Defamation League of B'nai B'rith
515 Madison Avenue
New York, N. Y. 10022

Association for the Study of Negro Life and History
1538 9th Street N. W.
Washington, D. C.

Division of Intercultural Relations in Education
State Education Department
Albany, New York

Harmon Foundation
140 Nassau Street
New York, N. Y. 10038

National Association for the Advancement of Colored People
20 West 40th Street
New York, N. Y. 10018

National Association of Intergroup Relations Officials
2027 Massachusetts Avenue N. W.
Washington 6, D.C.

National Conference of Christians and Jews
43 West 57 Street
New York, N. Y. 10019

National Urban League
14 East 48 Street
New York, N. Y.

New York Public Library - Schomburg Collection
103 West 135 Street
New York, N. Y.

New York State Commission on Human Rights
270 Broadway
New York, N. Y.

Phelps - Stokes Fund
297 Park Avenue, South
New York, N. Y. 10010